



Solange Aparecida de Souza Monteiro  
(Organizadora)

# Ações e Implicações para a (Ex) Inclusão

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Solange Aparecida de Souza Monteiro  
(Organizadora)

# Ações e Implicações para a (Ex)Inclusão

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## APRESENTAÇÃO

“A rua de acesso à inclusão não tem um fim porque ela é, em sua essência, mais um processo do que um destino”. Peter Mittler

O exercício de ouvir tanto professores quanto alunos para entender as situações de exclusão e de inclusão em sala de aula foi um marco para a construção de identidades docentes. A busca por olhar para a sala de aula como um espaço social, que abriga diferentes grupos que se entrelaçam e se descontroem na busca pelo direito a conquistar conhecimentos, sejam formais ou sejam informais, é uma caminhada prazerosa, entender o outro é um instrumento de crescimento próprio, é um exercício de incluir.

Há juízes da normalidade em toda parte. Estamos na sociedade do professor-juiz, do médico-juiz, do “assistente social”-juiz; todos fazem reinar a universidade do normativo; e cada um no ponto em que se encontra, ai submete o corpo, os gestos, os comportamentos, as condutas, as aptidões, os desempenhos (FOUCAULT, 2007,p.251).

Foucault (2009. p.50) já dizia que não se pode falar de qualquer coisa em qualquer época; não é fácil dizer alguma coisa nova”. Entendo que cada época produz determinadas verdades que se estabelecem mediante práticas, discursos, modo de ser e de viver. Com essa atmosfera não é possível dizer qualquer coisa sobre algum assunto: o que é dito está regulado pelo que é possível e permitido ser dito. Assim, dizer o novo é difícil, pois envolve o que pode ser dito em determinado momento.

Pode dizer o novo está inscrito também na possibilidade de pensar, discutir e tensionar o que já foi dito. Mesmo sabendo que há todo um contexto que regula o que se diz, a novidade está em perceber nas recorrências e nas diferenças o que ainda pode ser dito sobre a inclusão escolar.

A preocupação de (Foucault, 2000) não residia na busca de uma verdade preexistente, e sim no modo como determinados discursos passam a ser considerados verdadeiros, ou melhor, como são autorizados, aceitos, validados os diferentes discursos nos espaços sociais e como eles circulam nesses espaços. Assim para Foucault “ a verdade é uma invenção, uma criação. Não existe a ‘verdade’, mas sim ‘regimes de verdade’, isto é, discursos que funcionam na sociedade com verdadeiros.

Segundo Bourdieu ( 2002, p.47): A escola teria, assim, um papel ativo – ao definir seu currículo, seus métodos de ensino e suas formas de avaliação – no processo social de reprodução das desigualdades sociais. Mais do que isso, ela cumpriria o papel fundamental de legitimação dessas desigualdades, ao dissimular as bases sociais destas, convertendo-as em diferenças acadêmicas e cognitivas, relacionadas aos méritos e dons individuais. Os professores ajudam a construir a situação de invisibilidade do aluno quando deixam de enxergar suas necessidades de uma atenção mais individualizada.

A escola não é mais a mesma, aquele espaço homogeneizado, em que se via e/

ou atendia apenas crianças tidas como normais. Com o crescimento do discurso da inclusão e diversidade, cada vez mais se vê surgir na sociedade uma nova escola, mais aberta, diversa e integral, tornando o espaço escolar mais colorido e rico em aprendizagem. A entrada das crianças com necessidades educativas especiais na escola, verdadeiramente representou um marco social, fruto de uma enorme conquista histórica, como se verá adiante, todavia ainda há muito a fazer para a construção de uma escola efetivamente inclusiva e comprometida com a diversidade. Assim, as reflexões a respeito de como fugir e/ou contribuir para uma prática não segregacionista e preconceituosa, que costumam fazer parte dos espaços educacionais, constitui imperativo no presente, tanto para profissionais ligados a educação como à agentes de pesquisas de cunho teóricas sobre esse setor da educação. Deste modo, o presente trabalho aborda o tema da diversidade e inclusão escolar, assim como as questões ligadas ao currículo e formação de professores para o exercício dessa prática inclusiva e aberta a diversidade.

De um modo geral, cabe aos envolvidos nessa prática inclusiva voltada para atender a diversidade, promover ações de aceitação, respeito, diálogo, cooperação, flexibilização tanto na adaptação curricular quanto na formação docente, ampla e contínua. Além disso, deve-se investir na construção de uma escola com ambientes, ferramentas e recursos educacionais que rompam com a prática homogeneizadora de ensino e aprendizagem, produtoras de exclusões. Concluindo, a expectativa é que o presente trabalho possa contribuir para o debate e discussão do tema inclusão e diversidade na escola. Ressalva-se que os assuntos nele tratado não esgotam as possibilidades de desenvolvimento e caminhos possíveis para o tratamento do problema e/ou assuntos aqui evocados, todavia apresenta-se como um ponto de vista sobre o tema, exigindo mais aprofundamento em outras áreas.

A questão dos direitos humanos envolve valores ou direitos agregados à natureza intrínseca da pessoa humana, e sua conquista está ligada às lutas e movimentos sociais que marcaram a história da humanidade. São direitos inatos e imanentes a sua própria natureza, a sua própria essência; por isso são considerados atemporais, inalienáveis e imprescritíveis

Solange Aparecida de Souza Monteiro

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## STRENGTHENING EMPOWERMENT IN HEALTH- EDUCATION AND SOCIAL ENVIRONMENTS

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*“Ninguém educa ninguém, ninguém educa  
a si mesmo, os homens se educam entre si,  
mediatizados pelo mundo”  
(Paulo Freire, 1987)*

### EMPODERAMENTO: O SEU USO COM PROPRIEDADE NAS ÁREAS DA SAÚDE- EDUCAÇÃO E CONTEXTO SOCIAL

**ABSTRACT:** In the last decades, health professionals, non-governmental agencies, multi-lateral and bilateral aid agencies, foundations, and governmental agencies have increasingly turned to empowerment of community participation as major strategies for alleviating poverty, social exclusion and reducing health disparities. Taking into account, empowerment as a process which can take place on different community levels in conjunction with other interventional process; outcomes should be expected within several domains and levels. **Objectives:** To approach the meaning of the word empowerment into different human environments and to point out how this has been ultimately changed from its origin. **Method:** A literature survey on articles was performed about the word empowerment on related contexts assuring the power of transformation in different human environments. **Results:** Empowerment, a noun derivate from the verb to empower in English, has its meaning changed from the dictionary origin, since the Brazilian educator, Paulo Freire, has given it another concept addressed to different environments such as health- education and social fields. Due

to the complexity of health-education and social promotion for empowerment, several international evaluation task forces have been convened to make recommendations, including the World Health Organization's Global Program on Health Promotion Effectiveness **Conclusion:** Nowadays, the concept of empowerment has been globally strengthening both individually or among minority groups of people to manage human rights before neglected mainly by policy authorities. Therefore, empowerment in this context is related to the power of transformation and changes that socially discriminated classes can achieve their rights through "empowerment".

**KEYWORDS:** Empowerment; Health; Education; Social Area; Environment; Human Rights.

*"No one educates anyone, no one educates himself, men educate each other, mediated by the world"*

*(Paulo Freire, 1987)*

## 1 | INTRODUCTION

Ultimately the term Empowerment has been used with great propriety in areas such as health-education and social environments. The word empowerment is used in many different contexts and by many different organizations. Empowerment was richly defined by the Brazilian educator Paulo Freire (1921-1997), although the word had already existed in the English language, meaning empowering someone to perform a task without the permission of other people. The concept of Empowerment in Paulo Freire follows a different logic. For the educator, the empowered person, group or institution are the ones that perform, by themselves, the changes and actions that lead them to development and strengthening (1)

Searching for the origin of the word *Empowerment*, it turns out that the Oxford dictionary has the following definition: "1. authorize, license. 2.give power to; to make able, empowerment to. In turn, the Merriam-Webster dictionary has the following definitions: "1. to give official authority or legal power to. 2. enable. 3. to promote the self-actualization or influence of. The American Heritage Dictionary presents this example for the use of the word, according to the definition adopted by it: "*We want to empower ordinary citizens*". Thus, it is observed that the English term betrays the original meaning of the expression: Empowerment implies conquest, advancement and overcoming by the one who empowers (active subject of the process), and not a simple donation or transference by benevolence, as the term denotes English empowerment, which transforms the subject into a passive object (2)

To sum up, a special meaning for the word Empowerment in the context of philosophy and education was created by Paulo Freire; that is, not a movement that occurs from the outside to the inside, like Empowerment originally, but internally, by conquest. It implies essentially obtaining adequate information, a process of reflection

and awareness about its present condition, a clear formulation of desired changes and the condition to be constructed (3).

To these variables, a change of attitude must be added, impelling the person, group or institution to the practical, methodical and systematic action, in the sense of the goals and objectives outlined, abandoning the old merely reactive or receptive posture. Empowerment can be seen as the notion of the conquest of liberty by people who have been subordinated to a position of economic or physical dependence or of any other nature. Empowerment differs from the simple construction of skills and competences, knowledge commonly associated with formal school. Empowerment education differs from formal knowledge both by its emphasis on groups (more than individuals) and its focus on cultural transformation rather than social adaptation (4.).

### **1.1 Health-Education Empowerment**

Empowerment for Health is a process in Health Promotion through which people gain greater control over decisions and actions affecting their health. Empowerment may be a social, cultural, psychological or political process through which individuals and social groups are able to express their needs, present their concerns, devise strategies for involvement in decision-making, and achieve political, social and cultural action to meet those needs. Through such a process people see a closer correspondence between their goals in life and a sense of how to achieve them, and a relationship between their efforts and life outcomes.

Health promotion not only encompasses actions directed at strengthening the basic life skills and capacities of individuals, but also at influencing underlying social and economic conditions and physical environments which impact upon health. In this sense health promotion is directed at creating the conditions which offer a better chance of there being a relationship between the efforts of individuals and groups, and subsequent health outcomes in the way described above.

A distinction is made between individual and community empowerment. Individual empowerment refers primarily to the individuals' ability to make decisions and have control over their personal life. Community empowerment involves individuals acting collectively to gain greater influence and control over the determinants of health and the quality of life in their community, and this is an important goal in community action for health. (4)

Education Empowerment is also proposed as an effective health education and prevention model that promotes health in all personal and social arenas. Paulo Freire's social change theory could be integrated with a cognitive and behavior change theory to develop a comprehensive health education program directed at both individual- and community-level. The model suggests that participation of people in group action and dialogue efforts directed at community targets enhances control and beliefs in ability to change people's own lives. As an example of this applicability, The Alcohol and Substance Abuse Prevention (ASAP) Program in the University of New Mexico School

of Medicine, Emergency Center, and the community and school-based prevention project for adolescents were linked to health an exposition of the Brazilian educator Paulo Freire's empowering education theory with a comparison to traditional health education; and a case study of an empowering education substance abuse prevention project. Empowerment education with its emphasis on organizing is recommended to be integrated into other prevention strategies of health promotion, disease prevention, and health policy. (5)

From today's rapidly changing in healthcare environment, empowerment is very important for an organization. A good organization will empower their staffs to enhancing grow and effective practice at working to improve the quality of health care. While there is practicing structural empowerment in working environment, it will increase work engagement among colleagues and reduces burnout. Nursing management can be stood out to create workplaces that promote the health and well-being of both nurses and patients. Nurse and patient empowerment could be used as a guide for creating high-quality practice environments in Nursing workplaces that ensure positive outcomes for both nurses and their patients. (6)

As it should also be pointed out, Nursing staff empowerment has been stood out by the "*twinning programs*", the pairing of two cardiac programs (one an established center of excellence, and the other an evolving program in the developing world) to establish a relationship of value to both organizations. The goal of this partnership is to improve access to cardiac care for children born with congenital heart disease. A model of this program can be found from the work of Children's Heart Link (CHL), a non-governmental, nonprofit organization, together with Boston Children's Hospital (BCH) to foster collaboration between programs of developed and developing countries (*twinning programs*). (7)

Such collaboration was mainly addressed by BCH team through the International Quality Improvement Collaborative Program (IQIC) to implement the assess of sustainability of a collaborative model for improvement on pediatric cardiac care quality. This program has provided knowledge by means of monthly Web seminars to facilitate dialogue and disseminate learning for quality knowledge. The webcasts were targeted to learning focused on improving team-based practice through Nursing staff empowerment . (8)

The Nursing staff has had a constant participation and has receive effective and continuous training on the main themes inserted on the "Drivers of Mortality". These were related to the improvement of care for children undergoing cardiac surgery. These global efforts in the dissemination of knowledge for the improvement of care provided to children with congenital heart disease took place as part of the service of the Pediatric Cardiac Surgery at the Children and Maternity Hospital in São José do Rio Preto, SP, Brazil. All Nursing empowerment based on this program (IQIC) has contributed to the growth and success of the pediatric cardiac service at the hospital. (9)

### *1.1.1 Patient's empowerment and health care:*

WHO defines empowerment as “a process through which people gain greater control over decisions and actions affecting their health” and should be seen as both an individual and a community process. Four components have been reported as being fundamental to the process of patient empowerment: 1) understanding by the patient of his/her role; 2) acquisition by patients of sufficient knowledge to be able to engage with their healthcare provider; 3) patient skills; and 4) the presence of a facilitating environment. Based on these four components, empowerment can be defined as a process in which patients understand their role; acquiring knowledge and skills by their health-care provider to perform a task in an environment that recognizes community and cultural differences and encourages patient's participation. (10)

Empowered patients will better understand how to navigate between the many players in the healthcare system including family, physicians, health insurers, healthcare regulators, pharmacists. When unsure about where to go or what to do next, the empowered patient will feel confident to ask for the information they need. (11)

## **1.2 Women's Empowerment and Social Organizations**

Since the 1970s, researchers and policymakers have examined the impact of development on women's strength in developing countries. Creation of women's organizations are empowering women in developing countries to play a more active role in the development process. Women are adopting strategies to confront discrimination and deprivation in the workplace, community, and society. Consequently, the question of how development policies affect women's control of resources and decision-making capacity has initiated great interest in empowerment studies.

Moreover, currently, female leaders are perceived to be more effective at taking initiative, demonstrating integrity and honesty and working for results than are their male counterparts, according to a survey from leadership consultancy Zenger Folkman. These leaders are taking risks and innovating; they're game-changers within their respective causes. And their entrepreneurial spirit is pushing them to not just ideate, but take action as well as tackle historic problems using new solutions. Under their leadership, some organizations are inciting significant changes such as the Movement Foundation, as Jenny Gaither, the leader, is changing the way women perceive their own bodies. After becoming a SoulCycle instructor in 2010, she faced the uncomfortable truth that she herself struggled with body-image issues. Her personal struggles inspired her to start the Movement Foundation, which empowers young women to feel confident in their bodies by equipping them with the tools to be active. The Keep A Breast Foundation (KAB), an organization that provides young people with breast cancer education and support. (12)

The Malala Fund is the organization that a young schoolgirl, Malala Yousafzai spoke out for female education. When she was shot in the head in 2012 by a Taliban

gunman and survived, her voice only became louder, and today she is a leading advocate of female rights and education. She is also the youngest person ever to receive the Nobel Peace prize. It provides girls with 12 years of education to achieve their potential and create positive change within their families and communities. The organization works with local leaders and partners to increase safe, quality education for girls and also advocates for policy changes and resources that prioritize girls' education.

Empowerment is manifested as a redistribution of power, whether between nations, classes, castes, races, genders, or individuals. The goals of women's empowerment are to challenge patriarchal ideology (male domination and women's subordination); to transform the structures and institutions that reinforce and perpetuate gender discrimination and social inequality (the family, caste, class, religion, educational processes and institutions, the media, health practices and systems, laws and civil codes, political processes, development models, and government institutions); and to enable poor women to gain access to, and control of, both material and informational resources. These components outline the inclusive elements of empowerment. In general, these elements work in a complex continuum, resulting in changes that ensure more power to women. (13)

Therefore, these agencies along with international laws and policies addressing issues of discrimination go a long way in empowering women. Grassroots movements and women's organizations also play an important part in the process. Women become conscious of their power relations and decision-making ability by actively participating in the process of development. Thus, empowerment constitutes women's feeling of empowerment as achieved through activism and grassroots movements.

Using this empirical, multidimensional perspective to understand empowerment; empowerment occurs most definitely when women mobilize themselves and take leadership positions in work settings and in the community. Indigenous groups, Nongovernmental Organizations (NGOs), and international intergovernmental organizations such as the United Nations have been at the forefront of evaluating the status of women and making recommendations to governments about the need to alleviate discrimination at all levels. This has empowered women and has had an impact on policymakers at each of these levels as well.(14)

Recently, in 23 January 2015, the United Nations entity launched the HeForShe IMPACT 10X10X10 pilot initiative in the World Economic Forum in Davos. UN Women, dedicated to achieving gender equality and women's empowerment unveiled to galvanize momentum in advancing gender equality and women's empowerment. The HeForShe campaign's IMPACT 10X10X10 initiative is a one-year pilot effort that aims to engage governments, corporations and universities as instruments of change positioned within some of the communities that most need to address deficiencies in women's empowerment and gender equality and that have the greatest capacity to make and influence those changes. (15)

## CONCLUSION

Empowerment is a key concept used with propriety in the discourse on promoting individual as well as social engagement. Empowerment as an awareness concept, which is characterized by a move away from a deficit-oriented towards a more strength-oriented perception, can increasingly be found in management concepts, as well as in the areas of continuing education and individuals' self-help to achieve their rights.

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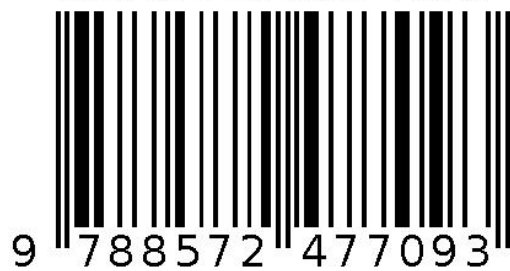
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