



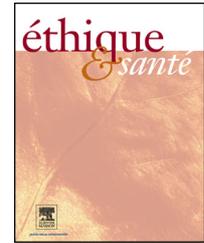
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ORIGINAL ARTICLE

Inclusive educational perspective: A reflection for a future that is already present today

*Une perspective éducative inclusive : une réflexion pour un avenir déjà
présent aujourd'hui*

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Summary Think of ergonomics to foster inclusion of people with disabilities in society, is to think ethically. It is important to highlight that schools do need to provide conditions for the inclusion of children with disabilities in mainstream education in such way that attitude, architectural, communication and other barriers will not prevent them from exercising their rights, thus leading to shunning social interaction and consequently lack of proper education and hopes for the future. It seems to us that these disabled children as well as any other have a right to treatment and opportunities in an equitable and ethical way. Therefore, as part of this process, we consider the need of appropriate ergonomics with the intend to prevent barriers from being a hindrance to intellectual development and emotional maturation of disabled children. The article addresses the relationship between the principles of Universal Design and applied ethics, or organization management, as it is called, and has the core matter the inclusion of persons with disabilities in Brazilian schools. The methodology will be supported by a bibliography and documents as well. The main discussion of this article is aligned with the goals of an egalitarian and fair society aiming the social inclusion of children with disabilities into the mainstream education by revealing that the regulation is extremely important but it's not enough when dealing with change of paradigm. Furthermore, it seems to us that effective participation of society is also required to see the full potential development of disabled children despite of their differences and limitations.

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MOTS CLÉS

Ergonomie ;
Enfants ;
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Éducation

Résumé Il est important de souligner que les écoles doivent fournir des conditions favorisant l'inclusion des enfants handicapés dans l'enseignement ordinaire, de manière à ce que les attitudes, l'architecture, la communication et autres obstacles ne les empêchent pas d'exercer leurs droits. Par conséquent, manque d'éducation et d'espoir pour l'avenir. Il nous semble que ces enfants handicapés ainsi que tout autre ont droit au traitement et aux possibilités de manière équitable et éthique. Par conséquent, dans le cadre de ce processus, nous considérons la nécessité d'une ergonomie appropriée avec l'intention d'empêcher les obstacles au développement intellectuel et à la maturation émotionnelle des enfants handicapés. L'article traite de la relation entre les principes de la conception universelle et de l'éthique appliquée, ou gestion de l'organisation, comme il est appelé, et à la question essentielle de l'inclusion des personnes handicapées dans les écoles brésiliennes. La méthodologie sera également appuyée par une bibliographie et des documents. La principale discussion de cet article est alignée sur les objectifs d'une société équitable et égalitaire visant à l'inclusion sociale des enfants handicapés dans l'enseignement ordinaire en révélant que la réglementation est extrêmement importante, mais ce n'est pas suffisant lorsqu'il s'agit de changer de paradigme. En outre, il nous semble qu'une participation effective de la société est également nécessaire pour voir le plein développement potentiel des enfants handicapés, malgré leurs différences et leurs limites.

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Introduction

Brazil has approximately 45 million persons with disability, which is 24% of total population according to 2010 Population Census. The State of the World's Children 2013 report points out that children with disability are the most vulnerable to violence, abuse, exploitation and negligence as a result of social discrimination, or the high costs to raise them [28].

It is believed that the schools are required to provide accessing conditions to education for children, by eliminating any attitude, architectural and communication barriers whatsoever that will hinder them from exercising their rights, and to leave social isolation behind thus enabling them to enjoy their citizenship in full, egalitarian and fair manner.

The association between Universal Design, Organizational Ethics and organizational ergonomics is seen as a possible manner to mainstream children with disabilities through inclusive policies and reorganizations of spaces from physical, cognitive and organizational viewpoints. It is endorsed that school interaction goes far beyond than the theory can teach. It lies exactly in the democratization of using spaces and the inclusion process that the autonomy and formation of citizens with sociological and ethic values will be favored [18].

Inclusive education involves respect, flexibility and solidarity, and it is clear that just practice has the powers to teach them. However, the school environment has the moral and civic obligation to foster the socialization and interaction of all children, since not only the formal academic learning is achieved, but simultaneously learning how to live as individuals as well.

An egalitarian treatment is considered through the development of ethical competences which lead to an ethical behavior and maturation of social accountability from a systemic vision that includes cultural and social issues. Organizational ethics principles are based on reflection,

justice, and equality between citizens, and prevention [27].

Pursuant to Article 227 of Constitution of the Federative Republic of Brazil of 1988:

It is the duty of the family, the society and the State to ensure children and adolescents, with absolute priority, the right to life, health, nourishment, education, leisure, professional training, culture, dignity, respect, freedom and family and community life, as well as to guard them from all forms of negligence, discrimination, exploitation, violence, cruelty and oppression. (Text given by Constitutional Amendment no 65/2010).

The abovementioned text ensures the children's rights regardless of their physical, psychological or emotional conditions, and therefore it does not seem to be legitimate that the educational environments are not properly arranged to the compliance with the law. We are aware of the law, but simultaneously, we see that most part of schools have not been equipped to admit the students with disability. Although extremely important, the legal aspect does is far from being enough for the paradigm change.

This study designs to analyze the association between Universal Design and inclusive ergonomics which will enable the construction of ethical spaces in terms of structural-social organization, egalitarian treatment and opportunities, and management based on dialogue and ethics.

The article has an exploratory, descriptive and bibliographic nature, and will be divided in six parts: Introduction, population and educational general data, legal approach, ethical management, Universal Design and conclusion.

This article herein is expected to broaden the visibility of this educational dimension hereof for children with disability by focusing on the need of turning these environments into inclusive places so people can be fully included, regardless of their limitations. It also aims to contribute for the

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