

Inclusión de personas con perturbaciones psiquiátricas a través del un programa de educación para jóvenes y adultos en Brasil.

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With the advance of the fight for a society without psychiatric hospital and with the understanding that the reforming process of individuals happens through political achievement and through social actions, new alternatives of treatment have been created in the mental health field in order to contribute to a higher integration of people suffering from mental illness into the real world. Thus, helping them improve their affectionate functions, cognitive functions and sensor functions. The purpose of the Project was to provide a place, with guaranteed inclusion and learning process, where psychological disordered individuals would be able to complete the Elementary and/or Secondary Schools through the education program offered to juveniles and adults EJA.

The ones who participated the project were monitored in their return to school activities and they also attended to workshops. The objective of the workshops was to give them support in their return to classes. The approach used was organized into four groups: a) perception - exercises to practice spatial perception and spatial orientation as well as visual perception and sense of time: b) attention - exercises to practice attention and concentration: c) memory- exercises to practice short-term memory; d) reasoning - exercises to practice critical reasoning. The teachers of EJA have also joined the workshops in order to motivate the participants towards the project and prepare them to any changes, if needed. The project received 39 patients to be evaluated, 28 of them were men (72%) and 11 women (28%), the average age was 33. From these participants 27 (70%) were effectively integrated in the Project. 90% out of the total were returning to Elementary School whereas 10% to Secondary School. The average of time the participants had been out of school was 11 years, although seven of them had been out for more than 15 years and one of them for 29 years. Alternative practices in common social places, such as schools, show a degree of complexity due to their specificity and particular characteristics of functioning. However, we can observe the validity of helping individuals with severe mental disturb when they reach better levels of integration in society.