

# Open Doors to Inclusion

INCLUSIVE PHYSICAL EDUCATION

Impact  
report  
2016

# DATASHEET

## EXECUTION

Rodrigo Mendes Institute

## SUPPORT

FC Barcelona Foundation

## PARTNER

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# Introduction

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Two teams. The players wear knee pads and gloves and move around with their arms and knees resting on the floor. The teams advance through the court, passing the ball from hand to hand until it reaches the opponent's goal. Practiced at the Integrated Center of Public Education (CIEP) Pedro Paulo Corrêa de Sá, in Rio de Janeiro, Felipebol – as this unusual game was named – is a sport created by the students of the school to allow the inclusion in physical education classes of a colleague with motor limitations caused by cerebral palsy. The sport was so successful that it continued in the CIEP, even after Felipe's departure, and migrated to the new educational institution where the young man entered.

Felipebol was one of the many positive outcomes of the "Open doors to inclusion – Inclusive physical education" project in recent years. The initiative was born out of a partnership between the United Nations Children's Fund (UNICEF), the FC Barcelona Foundation and the Rodrigo Mendes Institute (IRM), and began in 2012 with the aim of training educators from various regions of Brazil to support the promotion of school inclusion of girls and boys with disabilities through safe sports practices. In this way, the "Open doors" dialogues with the human rights guarantees of this public expressed in the Brazilian Constitution and with the Convention on the Rights of Persons with Dis-

abilities [bit.ly/convencao-onu](http://bit.ly/convencao-onu), approved by the UN in 2006 and ratified by Brazil in 2008.

"By contributing to the guarantee of the rights of children with disabilities, the "Open doors" also contributes to Brazil's effective implementation of the Convention on the Rights of the Child, of which it is a signatory. According to the convention, it is the country's duty to ensure that each of these children can enjoy a full and decent life in conditions that guarantee their dignity, promote their autonomy and facilitate their active participation in the community", defends Gary Stahl, UNICEF's representative in Brazil .



### Student-focused inclusion

Until 2013, Felipe dos Santos was only an integrated student [bit.ly/modelo-integracao](https://bit.ly/modelo-integracao), inserted in the school context without his characteristics or needs being taken into account. From his wheelchair, he participated in some activities on the sports court, but not completely, despite feeling very keen to play football with his classmates. He attended, during this period, the 5th grade at CIEP Pedro Paulo Corrêa de Sá, in the city of Rio de Janeiro. This reality began to change when the school participated in the “Open doors” project.

With the knowledge acquired during the training [bit.ly/formacao-educadores](https://bit.ly/formacao-educadores), the educators began to pay attention to Felipe’s singularities, noting the presence of calluses in his hands and knees. Luiz Gustavo Firmino, a physical education teacher at the school, said: “When asked about the marks, he told us that, whilst at home, he did not like to use the wheelchair, and preferred to drag himself on the floor.” From this exchange of ideas, the educator began to experiment, with the whole class, ways of exploring the movements that the student could accomplish. After much trial and error, a game that could be practiced by all was created.

For Luiz Henrique Conceição, coordinator at the IRM, Felipebol is paradigmatic: “The activity is very simple, everyone starts to have the same sports practice condition. However, the most interesting thing here is that it was the students who spoke to the teacher. They were the protagonists in the process, they took over and asked for their colleague to participate: ‘let’s do it this way’, and mobilized the whole group”. More than that, the initiative continued in the CIEP, where around 2% of almost 800 students have some kind of disability. And Felipebol accompanied Felipe, who, when enrolled in another school, began to share the sport with his new teachers and colleagues.

To read more, access DIVERSA [bit.ly/felipebol](https://bit.ly/felipebol).



Mega-events based in the country in recent years – such as the 2014 FIFA World Cup and the Rio 2016 Olympic and Paralympic Games – have boosted the creation and expansion of the “Open doors” project, respectively. “The project, however, goes beyond this sports scene, to the extent that its creators believe that sport and physical activities can be tools for the inclusion of students who are usually left out of everyday school life,” says Ítalo Dutra, Head of Education at UNICEF. Such tools have the potential to increase students’ interest in the school and improve their overall performance.

The report given by Rosemary Sousa, a course participant from Belo Horizonte (Minas Gerais), illustrates this point in a clear way: “In socialization, the happiness in the children’s faces during the participation already said everything. When we feel that we are part of something, that we can be actors too, we feel we can do everything!”. In addition, testimonials point to the improvement in students’ cognitive development. Dalvani Câmara, a course participant from Natal (Rio Grande do Norte), said: “The students with disabilities had a very significant learning, since they began to participate more actively not only in physical education classes, but in all disciplines.”

The purpose of the “Open doors” is ultimately to support public school networks to guarantee access, retention, learning and completion of

**“Physical education, when inclusive, acts as a strong bridge to what we want from school: challenge, interaction and learning with joy.”**

RODRIGO HÜBNER MENDES, RODRIGO MENDES INSTITUTE CEO

education of students with disabilities<sup>1</sup> (children and teenagers with disabilities, global developmental disorders and high skills/giftedness) in infant and primary education, through the re-signification of physical education.

Thus, in 2016, more than 43 thousand students, teachers, administrators and family members, among others involved, were directly benefited by the local intervention projects, created and implemented in 16 cities by the “Open doors” course participants.

<sup>1</sup> In this report, the generic term “students with disabilities” will be used to refer to target students from special education.

### “Open doors” materials 2016

This *Impact report* is part of the set of materials developed for the purpose of sharing knowledge at national and international levels. They comprise a *Compilation of practices*, also available in PDF and HTML formats, and videos that detail 12 experiences and their most important points, presenting the activities developed in some of the cities visited. All the publications of the “Open doors” are available on the websites: [rm.org.br/portas-abertas](http://rm.org.br/portas-abertas) and [unicef.org.br](http://unicef.org.br).



## Impacts 2012-2016

15

participating States

916

certified course participants

91,954

impacted students





### The “Open doors” legacy

The “Open doors” did not end its operations with the end of the mega-events hosted in Brazil in recent years. On the contrary, it sets itself up as a true social legacy, gaining new possibilities for action and fortifying itself as a project that has already impacted 91,954 students since its first edition.

In 2016, the “Open doors” unfolded in a photographic exhibition that illustrates, through the lenses of Pat Albuquerque, scenes of some of the projects developed by the course participants throughout the project. The itinerancy began during the Rio 2016 Paralympic Games, in the event organized by UNICEF Brazil and the British Consulate in Rio de Janeiro, with the seminar “When everyone plays together, everyone wins”, held at the British House. With the participation of British Ambassador Alex Ellis and UNICEF Representative in Brazil, Gary Stahl, the event brought together 150 teachers, paralympic athletes and government and civil society partners on inclusion, sport and games.

On the occasion, Rodrigo Hübner Mendes presented the results and stories of the “Open doors”, inviting to the stage two former course participants and teachers in Rio de Ja-

neiro – Antônio Carlos de Souza and Luiz Gustavo Firmino. Both talked about their inclusion projects through physical education in the Floriano Peixoto Municipal School and Padre Paulo Corrêa Integrated Center of Public Education, respectively. At the end of the seminar, participants were invited to visit the exhibition at the British House terrace.

From the Rio 2016 Games venue, the exhibition traveled to the Football Museum in São Paulo (SP). There, around 60 thousand visitors interacted with the project, which provided a special audio-guide and a multimedia totem with 12 videos in regular format, with English subtitles, and their versions with accessibility features: Brazilian sign language and audio-description.

Transposing borders to spread the possibilities of transformation that sport has, in October 2016, the IRM CEO participated in the World Forum on Sport and Culture, held by the World Economic Forum in Tokyo, Japan. In his presentation on the panel “The transformative impact of sport” [bit.ly/impacto-esporte](https://bit.ly/impacto-esporte), he made references to the project “Open doors” and to the experiences of the Paralympic Games in Brazil 2016, proposing advances for the conceiving of the Tokyo 2020 Games.

# TIMELINE



2012

The project started with research on inclusive educational experiences in Brazil to understand mainly the inclusive physical education scenario. From this research, a case study and a thematic documentary were developed, available in the DIVERSA website <[bit.ly/educacao-fisica-inclusiva](http://bit.ly/educacao-fisica-inclusiva)>.



2013

In that year, the questions the researchers had at the beginning of their studies in 2012 were transformed into actions. The Rodrigo Mendes Institute held the first course with the objective of training educators to offer physical activities that included all students. The course was attended by 324 teachers, school administrators and technicians from the education departments of the 12 cities that hosted the 2014 FIFA World Cup games. More than 22,000 students were impacted.

The “Open doors” team visited three schools that developed good projects in the previous year and expanded their activities to the entire school unit. The result of the visits in São Paulo (São Paulo), Salvador (Bahia) and Natal (Rio Grande do Norte) was a video that can be seen at [bit.ly/esporte-para-todos](http://bit.ly/esporte-para-todos).

With a very consistent methodology, improved from careful listening of the course participants during the project's four years, in 2016 a new virtual learning environment was implemented, making the usability and navigability of the platform much simpler. Due to the partnership with the Ministry of Sport, the city of Belford Roxo was included among the participants of the edition. In addition, the Rio 2016 Games inspired the creation of projects that explored olympic and paralympic sports from an inclusive perspective, and took them into dozens of public schools.

2014



2015



2016



Belém (Pará), São Luís (Maranhão) and Maceió (Alagoas) were included in the list of cities that received the “Open doors” course. Thus, the Rodrigo Mendes Institute, the FC Barcelona Foundation and UNICEF were able to take the course to all cities participating in the UNICEF Urban Centers Platform [bit.ly/plataforma-centros-urbanos](http://bit.ly/plataforma-centros-urbanos). In that year, the project impacted 458 course participants and more than 50,000 people directly, of which 37,000 were public school students.

# ABOUT THE PROJECT

The training of the “Open doors” was done based on a semi-presential model: the weekly classes were broadcast live on the internet to the course participants, who met in person at the poles. However, the main points cited in the testimonials of those who participated in the course show that the “Open doors” went far beyond the classroom in which the meetings took place. Throughout the formative process, participants were invited to create a work group to build a significant change in their school reality.

Throughout the course, the teachers and tutors responsible for the classes and follow-up of the participants reinforce how important it is to make the most of the collective meetings to seek joint work and projects that impact the whole school unit. Elizabeth Parente, a course participant from Brasília (Distrito Federal), said: “It is not enough for the teacher to have a knowledge base if he does not act in the reality of the school”.

To reach this result, groups of course participants are invited to make a diagnosis about the reality of their school. Based on this picture, they plan and implement teaching actions that explore physical education as a language that can favor inclusion in the ordinary school. The debate does not refer to high-performance sports or to the sports-oriented approach: it promotes discussion about how to resignify existing modalities and, where possible, encourages the creation of unprecedented physical activities. The actions of the professionals impacted, in 2016, 32,325 students of the public school networks.

**“We not only have to get out of the comfort zone but get others out of it. To think about inclusion is to think about our practices and our own disabilities at this moment.”**

GILBERTO JUNIOR, COURSE PARTICIPANT FROM MACEIÓ (AL)

**“The project has impacted and pointed towards success factors for the better development of the teaching-learning process, helped the school to establish dialogues with the community.”**

LAUREN CRISTINE MARRA, COURSE PARTICIPANT FROM BELO HORIZONTE (MG)



SÃO LUÍS

# MACRO-STAGES

The training process is divided into three work stages.

**1. Mobilization and structuring:** in this stage, the articulation with the municipal secretariats was made, and a face-to-face meeting was held with representatives of the institutions, in São Paulo, capital. The participating professionals are denominated interlocutors and facilitators, and during the visit they received general guidelines on the "Open doors" project, specific training on the Virtual Learning Environment and on the roles they will play in the following stages.

**2. Training and monitoring:** a continuous education course on inclusive physical education was held, involving teachers, local school administrators and technicians from the education departments of 19 poles in the 16 cities participating in the project. The course program involved 20 classes, transmitted live on the internet based on a semi-presential teaching model. The classes were promoted by the Rodrigo Mendes Institute team, renowned experts (both academics and public authorities) and active representatives of civil society.

In order to enrich the content and contribute to the assimilation of the theoretical classes, several complementary activities were carried out. Lailla Micas, IRM training assistant, emphasized: "The online classes and all the course support material serve as knowledge for the experience of inclusive education throughout the educator's professional practice." All this knowledge becomes the basis for the course participants to elaborate and execute the local projects. At the same time, the IRM team promoted the monitoring of the projects and provides technical support to the students.

**3. Local meetings:** After completion of the continued training and the implementation of local projects meetings were held in all participating cities. During them, the course participants presented the results obtained from the said projects and were invited to continue sharing their experiences in the DIVERSA community. The purpose of this stage was to promote the exchange of experiences and to form knowledge networks on inclusive physical education.



## Interlocutor

A professional of the educational network and close to the municipal secretary of education, who works daily with the theme and acts as a kind of bridge between the Institute and the secretary.



## Facilitator

An official of the secretariat responsible for organizing the course at the pole, being present weekly to receive and support the course participants during the lessons, besides stimulating them in the development of the projects.



## Tutor

A professional with great knowledge and experience in education, who guides the course participants and keeps up with the local projects through the Virtual Learning Environment.

# COURSE DATA

The “Open doors to inclusion – Inclusive physical education” training course, developed in the period from March to November 2016, had 509 participants<sup>2</sup> in the 15 Brazilian capitals and in Belford Roxo (RJ). The composition of the class teams prioritized heterogeneity, involving teachers, school administrators, technicians of the education departments and other professionals, as shown in the table below.

The direct impact of the “Open doors”, resulting from 119 local projects, was made on 43,528 people. Among these, 32,325 (74.2%) were students from the public school network, of whom 2,163 were target students from special education (students with disabilities).

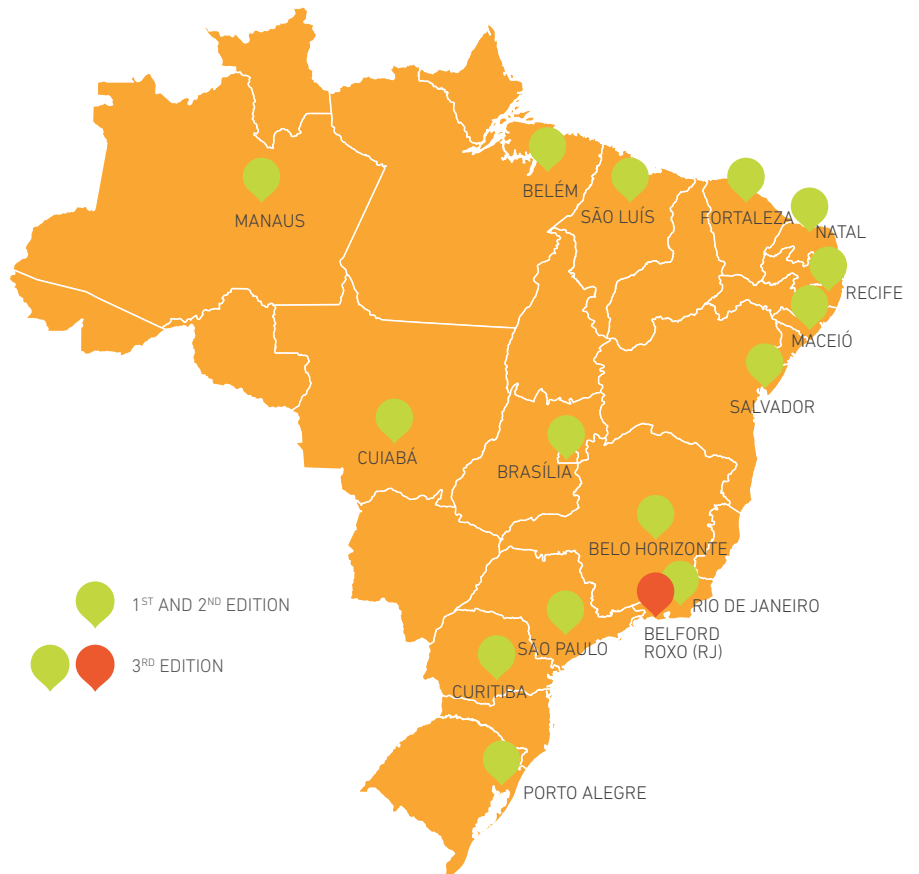
<sup>2</sup> Of the 509 participants, 347 developed local projects and were certified in accordance with the course methodology.



## Course participants by profile

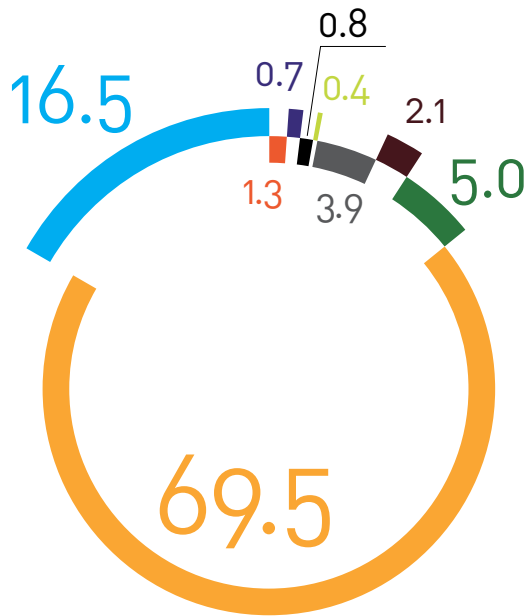
Coordinator	30
Principal	27
Specialized educational services (SES)	76
Physical education teacher	143
Teacher from another discipline	2
Regent teacher	29
Support professional	5
Technician from the municipal department	24
University student	3
Others	8
<b>Total</b>	<b>347</b>

## PARTICIPATING CITIES





% PEOPLE IMPACTED



PRINCIPAL	562	1.3%
COORDINATORS	293	0.7%
PHYSICAL EDUCATION TEACHERS	333	0.8%
SPECIALIZED EDUCATIONAL SERVICES (SES)	170	0.4%
TEACHER FROM ANOTHER DISCIPLINE	1,691	3.9%
PROFESSIONAL NON-TEACHING STAFF	900	2.1%
STUDENTS WITH DISABILITIES	2,163	5.0%
OTHER STUDENTS	30,162	69.5%
FAMILY MEMBERS	7,154	16.5%
<b>Total</b>	<b>43,528</b>	<b>100%</b>

## Impacts 2016











**119**  
—  
projects developed

**347**  
—  
certified course participants

**43,528**  
—  
people impacted, including 32,325 children and teenagers

# DATA BY CITY

PROFILE OF COURSE PARTICIPANTS

-  PRINCIPAL
-  COORDINATORS
-  TECHNICIAN FROM THE MUNICIPAL
-  DEPARTMENT SPECIALIZED EDUCATIONAL SERVICES (SES)
-  PHYSICAL EDUCATION TEACHER
-  TEACHER FROM ANOTHER DISCIPLINE
-  REGENT TEACHER
-  SUPPORT PROFESSIONAL
-  UNIVERSITY STUDENT
-  OTHERS



## BELÉM (PARÁ)



“The execution of the project in the school provided a greater integration of the management with the students, families, teachers and Specialized Educational Services, because there was a concern regarding the accomplishment of the activities and flexibility of schedules and activities with the teachers and students of the school, as well as the availability of physical and human resources available at the school for the development of activities.”

EMERSON LOLA, COURSE PARTICIPANT

Participants	
Principal	8
Coordinators	18
Physical education teachers	5
Specialized Educational Services (SES)	14
Teacher from another discipline	56
Professional non-teaching staff	25
Students with disabilities	58
Other students	615
Family members	75
<b>Total</b>	<b>874</b>



## BELFORD ROXO (RIO DE JANEIRO)



“I’m an SES teacher and I had no idea of the importance of the partnership between physical education teachers and SES. At first there was a strangeness in planning together. For the first time I saw SES being remembered and inserted into a large scale project.”

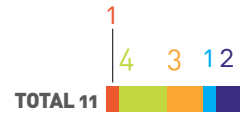
VERONICA LOPES, COURSE PARTICIPANT

Participants	
Principal	7
Coordinators	16
Physical education teachers	16
Specialized Educational Services (SES)	15
Teacher from another discipline	18
Professional non-teaching staff	34
Students with disabilities	39
Other students	157
Family members	46
<b>Total</b>	<b>348</b>





**BELO HORIZONTE  
(MINAS GERAIS)**



When we feel that we are part of something, that we can be actors too, we feel we can do everything!"

ROSEMARY SOUSA, COURSE PARTICIPANT

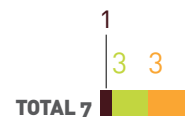
"School staff have changed their perception on people with disabilities by seeing kids do the project activities and proving they are capable."

CRISTINA FERREIRA, COURSE PARTICIPANT

<b>Participants</b>	
Principal	4
Coordinators	5
Physical education teachers	2
Specialized Educational Services (SES)	3
Teacher from another discipline	10
Professional non-teaching staff	22
Students with disabilities	7
Other students	145
Family members	43
<b>Total</b>	<b>241</b>



**BRASÍLIA  
(DISTRITO FEDERAL)**



"It is not enough for the teacher to have a knowledge base if he does not act in the reality of the school"

ELIZABETH PARENTE, COURSE PARTICIPANT











"The regent teachers have begun to have a better dialogue with the staff of the resource and support rooms."

EDUARDO COSTA, COURSE PARTICIPANT

<b>Participants</b>	
Principal	7
Coordinators	9
Physical education teachers	8
Specialized Educational Services (SES)	4
Teacher from another discipline	69
Professional non-teaching staff	18
Students with disabilities	88
Other students	1,565
Family members	140
<b>Total</b>	<b>1,908</b>

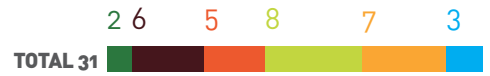
# DATA BY CITY

PROFILE OF COURSE PARTICIPANTS

-  PRINCIPAL
-  COORDINATORS
-  TECHNICIAN FROM THE MUNICIPAL
-  DEPARTMENT SPECIALIZED EDUCATIONAL SERVICES (SES)
-  PHYSICAL EDUCATION TEACHER
-  TEACHER FROM ANOTHER DISCIPLINE
-  REGENT TEACHER
-  SUPPORT PROFESSIONAL
-  UNIVERSITY STUDENT
-  OTHERS



## CUIABÁ (MATO GROSSO)



“Open doors’ provides this openness to the teacher, this possibility for trial. And when the teacher tries and believes in what he does, the students realize that the disabled colleague is a friend for every activity”

MÁRCIA CRISTINA ALBIERI, FACILITATOR

“It brought the families closer to the school, which favored the dialogue and the perception of the possibilities of the students with disabilities, the family members saw themselves valued, because the students showed satisfaction and happiness in participating in the actions.”

IANAI FERNANDA LEQUE DE ALMEIDA, COURSE PARTICIPANT

### Participants

Principal	13
Coordinators	11
Physical education teachers	20
Specialized Educational Services (SES)	15
Teacher from another discipline	148
Professional non-teaching staff	143
Students with disabilities	60
Other students	1,921
Family members	329
<b>Total</b>	<b>2,660</b>



## CURITIBA (PARANÁ)



“In many schools, what happens is a false inclusion. The student is in school, but does not participate effectively. This project made me think about how to make physical education classes in fact inclusive”

VIVIANE CAROM, COURSE PARTICIPANT

“From the interventions, a more effective participation of the families was noticed, resulting in the visible advance of the students.”

JOÃO RUFANO, COURSE PARTICIPANT

### Participants

Principal	55
Coordinators	45
Physical education teachers	75
Specialized Educational Services (SES)	26
Teacher from another discipline	371
Professional non-teaching staff	120
Students with disabilities	146
Other students	7,778
Family members	1.019
<b>Total</b>	<b>9,635</b>



**FORTALEZA  
(CEARÁ)**



“I had no doubt that physical education and dance are instruments of education, but the ‘Open doors’ course was a watershed moment in my life, because now I see physical education from a different angle. Now I don’t leave disabled students in the bleachers.”

MÁRCIA GURGEL, COURSE PARTICIPANT

“It provided a moment of proximity among the staff. Planning together was not possible, and now it is.”

NAIANA BEZERRA, COURSE PARTICIPANT

<b>Participants</b>	
Principal	300
Coordinators	18
Physical education teachers	14
Specialized Educational Services (SES)	8
Teacher from another discipline	224
Professional non-teaching staff	102
Students with disabilities	149
Other students	5.224
Family members	1.412
<b>Total</b>	<b>7.451</b>



**MACEIÓ  
(ALAGOAS)**



“The inclusion seed can be thrown by teachers. With subsidies such as the ‘Open doors’ they can go further. Each training breaks paradigms and creates a new perspective.”

ELIZABETH MARIA LAFFITTE, COURSE PARTICIPANT











“Inclusion is not done alone. It can be started with one person, but it has to involve everyone.”

FRANCISCO GAIA, COURSE PARTICIPANT

<b>Participants</b>	
Principal	6
Coordinators	6
Physical education teachers	9
Specialized Educational Services (SES)	4
Teacher from another discipline	20
Professional non-teaching staff	15
Students with disabilities	31
Other students	393
Family members	35
<b>Total</b>	<b>519</b>

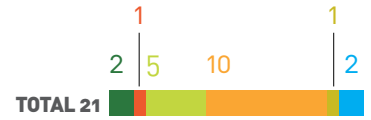
# DATA BY CITY

PROFILE OF COURSE PARTICIPANTS

-  PRINCIPAL
-  COORDINATORS
-  TECHNICIAN FROM THE MUNICIPAL
-  DEPARTMENT SPECIALIZED EDUCATIONAL SERVICES (SES)
-  PHYSICAL EDUCATION TEACHER
-  TEACHER FROM ANOTHER DISCIPLINE
-  REGENT TEACHER
-  SUPPORT PROFESSIONAL
-  UNIVERSITY STUDENT
-  OTHERS



## MANAUS (AMAZONAS)



“Some parents started to participate more effectively in their children’s school life and were also interested in taking home the idea of using recycled material to build toys and instruments for physical activities.”

ADRIANA NUNES, COURSE PARTICIPANT

“The project helped in the union of the staff, given the need for the presence of regular classroom teachers in activities together with physical education teachers. And school dropouts have decreased.”

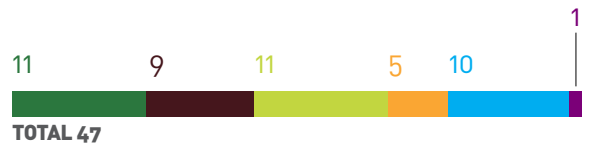
ZELIA ALLEN, COURSE PARTICIPANT

### Participants

Principal	64
Coordinators	95
Physical education teachers	91
Specialized Educational Services (SES)	12
Teacher from another discipline	124
Professional non-teaching staff	42
Students with disabilities	1,002
Other students	2,855
Family members	1,496
<b>Total</b>	<b>5,781</b>



## NATAL (RIO GRANDE DO NORTE)



“The student wanted to be a dancer, but she was in a wheelchair. What now? It was confusing for us, and the students too. But it worked! We saw students educating students, we (teachers) were just the bridge.”

ALLAN PINHEIRO, COURSE PARTICIPANT

“What struck us in this project was a message we received from a mother: ‘When a student with autism matures, his whole family matures together. And when a school helps students with disabilities to overcome challenges, it grows along with them and is a winner too.’”

MARCELO CARVALHO, COURSE PARTICIPANT

### Participants

Principal	31
Coordinators	26
Physical education teachers	16
Specialized Educational Services (SES)	15
Teacher from another discipline	237
Professional non-teaching staff	105
Students with disabilities	153
Other students	2,597
Family members	881
<b>Total</b>	<b>4,061</b>



**PORTO ALEGRE  
(RIO GRANDE DO SUL)**



“We were very involved with this project and were very happy with the execution of the event. The inclusive look/think/act seed has been thrown into the fertile ground of our work spaces. Now, we need to continue caring, nurturing, moisturizing this idea every day so that it flourishes, bears fruit and expands in so many other directions, through the empathic connection with others.”

COURSE PARTICIPANTS OF THE EMBRACING THE WORLD GROUP, ONE OF THE PROJECTS DEVELOPED IN PORTO ALEGRE

Participants	
Principal	2
Coordinators	1
Physical education teachers	15
Specialized Educational Services (SES)	0
Teacher from another discipline	3
Professional non-teaching staff	3
Students with disabilities	26
Other students	664
Family members	250
<b>Total</b>	<b>964</b>



**RECIFE  
(PERNAMBUCO)**













“The project was good for people to value students with disabilities and see their potential. And for other students to feel they belong to an inclusive practice. The challenge of facing the new. That is inclusion.”

ELISÂNGELA SANTANA, COURSE PARTICIPANT

Participants	
Principal	13
Coordinators	7
Physical education teachers	9
Specialized Educational Services (SES)	14
Teacher from another discipline	122
Professional non-teaching staff	98
Students with disabilities	118
Other students	1,325
Family members	258
<b>Total</b>	<b>1,964</b>

# DATA BY CITY

PROFILE OF COURSE PARTICIPANTS

-  PRINCIPAL
-  COORDINATORS
-  TECHNICIAN FROM THE MUNICIPAL
-  DEPARTMENT SPECIALIZED EDUCATIONAL SERVICES (SES)
-  PHYSICAL EDUCATION TEACHER
-  TEACHER FROM ANOTHER DISCIPLINE
-  REGENT TEACHER
-  SUPPORT PROFESSIONAL
-  UNIVERSITY STUDENT
-  OTHERS



## RIO DE JANEIRO (RIO DE JANEIRO)



“The experiences in the meetings with those responsible have produced good results and will be enlarged for the participation of more people responsible and will happen in a systematic way, being part of our PPP.”

JANNE VITERBO, COURSE PARTICIPANT

“[The project] It was important to rediscover the transforming role of the physical education professional within a broader perspective, with a view to the inclusion of students with disabilities and stimulate more participation of all.”

CARLOS SILVA, COURSE PARTICIPANT

Participants	
Principal	14
Coordinators	7
Physical education teachers	19
Specialized Educational Services (SES)	10
Teacher from another discipline	102
Professional non-teaching staff	57
Students with disabilities	110
Other students	2,159
Family members	601
<b>Total</b>	<b>3,079</b>



## SALVADOR (BAHIA)



“The challenge was to show the faculty that the student is not from one or another teacher, the student is from the school. Only through discussion, through participation with other students is it possible to organize proposals that allow inclusion.”

MARÍLIA CALDAS, COURSE PARTICIPANT

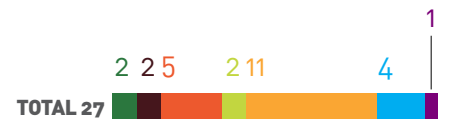
“The administration team’s views have changed, not only in regards to the physical structure of the inclusive school but it also redefined the pedagogical actions of the resource room and the classroom.”

JANESMARE REIS, COURSE PARTICIPANT

Participants	
Principal	17
Coordinators	11
Physical education teachers	11
Specialized Educational Services (SES)	1
Teacher from another discipline	64
Professional non-teaching staff	59
Students with disabilities	41
Other students	1,974
Family members	486
<b>Total</b>	<b>2,664</b>



## SÃO LUÍS (MARANHÃO)



“For changes to actually occur, it is necessary that some initiatives arising from ‘Open doors’ become permanent in the school, that they go from being actions of a project to becoming public policies”

NÍVEA MARIA CAVALCANTE, COURSE PARTICIPANT

“It brought the staff closer. Everyone felt more encouraged to understand this inclusive educational proposal.”

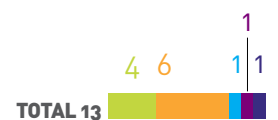
ARACY MOTA, COURSE PARTICIPANT

### Participants

Principal	9
Coordinators	7
Physical education teachers	9
Specialized Educational Services (SES)	17
Teacher from another discipline	54
Professional non-teaching staff	24
Students with disabilities	44
Other students	251
Family members	75
<b>Total</b>	<b>490</b>



## SÃO PAULO (SÃO PAULO)



“Through the project it was possible to rescue the identity of these students by moving the focus away from the disability and enabling many parents to recognize the potential of their own children with disabilities.”

FRANCINEIDE BARBOSA, COURSE PARTICIPANT

“Inclusion is not just about disabilities. It has to do with all the excluded, Inclusion is for everyone. Because of that, our project, in addition to actively involving the participation of disabled and non-disabled students together, addressed issues of race, gender and all forms of prejudice.”

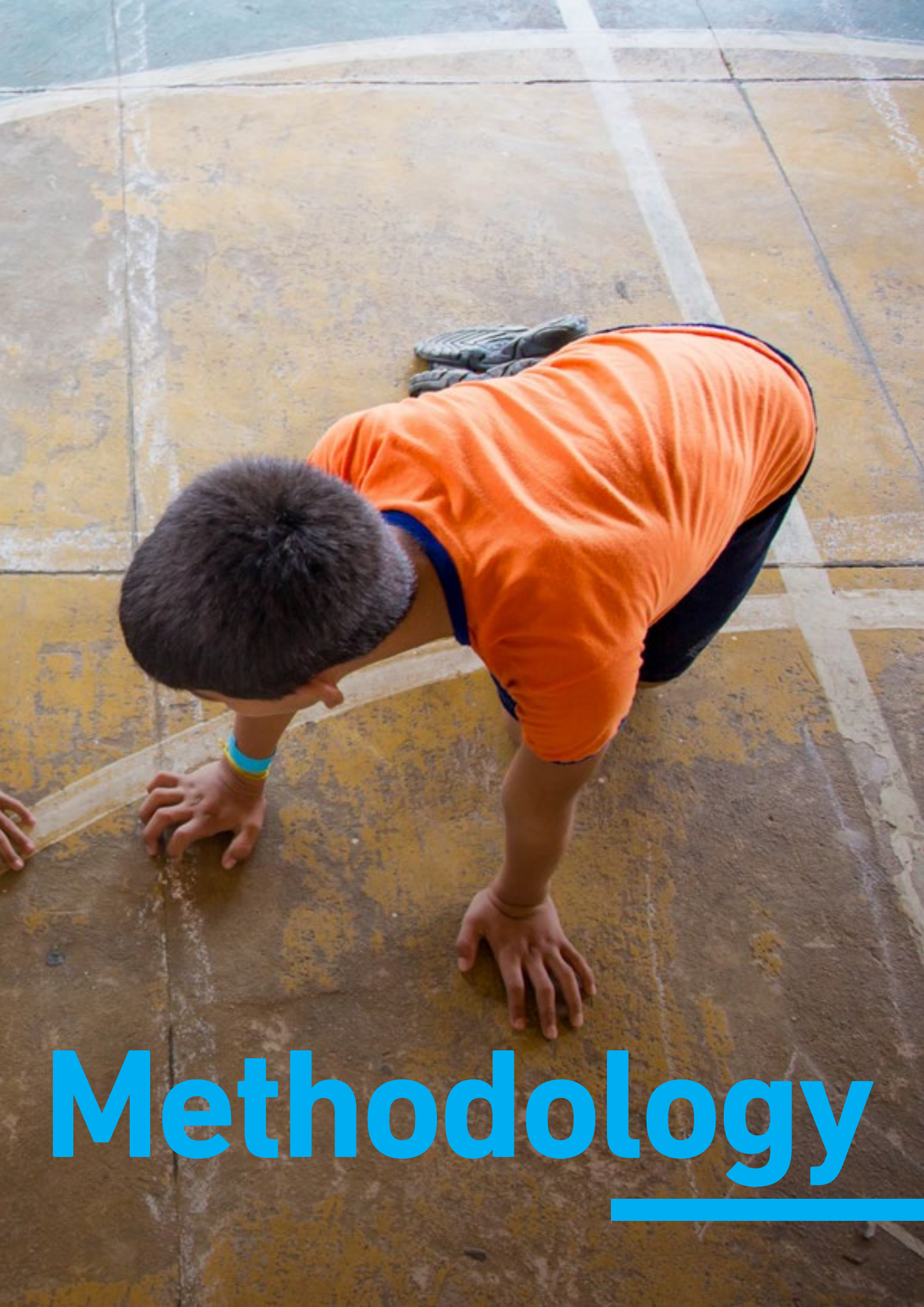
MARILEIDE DO NASCIMENTO, COURSE PARTICIPANT

### Participants

Principal	12
Coordinators	11
Physical education teachers	14
Specialized Educational Services (SES)	12
Teacher from another discipline	69
Professional non-teaching staff	33
Students with disabilities	91
Other students	539
Family members	108
<b>Total</b>	<b>889</b>







# Methodology

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# METHODOLOGY

## KNOW THE DIFFERENCE

### Integration

Special schools and classes, where students with disabilities study with colleagues considered their equal = diversity subtracted and search for homogenization.

### X Inclusion

The institution adapts and modifies itself, changes the environment so that all transit with autonomy and the pedagogical team varies its didactic resources = participation of all.

The Rodrigo Mendes Institute has a conceptual model that guides its actions towards inclusive education involving principles and dimensions of inclusive education. It began to be developed as of 2010 when the IRM study center started to gain more evidence and has since been in constant improvement. The model was elaborated from the analysis of documents considered international references for guaranteeing the rights of people with disabilities, such as:

- » *World Declaration on Education for All* — United Nations Educational, Scientific and Cultural Organization (UNESCO), 1990.
- » *Salamanca Statement* — United Nations Educational, Scientific and Cultural Organization (UNESCO), 1994.
- » *Convention on the Rights of Persons with Disabilities* — United Nations (UN), 2006.
- » *Incheon Declaration* — United Nations (UN), 2015.
- » *International Charter of Physical Education, Physical Activity and Sport* — United Nations Educational, Scientific and Cultural Organization (UNESCO), 2015. The document is the updated version of the 1978 publication, with the aim of introducing universal principles of equality, including the inclusion of people with disabilities.

### Convention on the Rights of Persons with Disabilities and the inclusive paradigm

The *Convention on the Rights of Persons with Disabilities* provides theoretical support to the “Open doors to inclusion - Inclusive physical education” project, both to establish its objectives and methodology and to update the course participants in the legislative issues. The document reinforces that disability is a result of the interaction of individuals' particularities with existing barriers in society. For equal opportunities to exist, it is essential that everyone is involved in the process of identifying and eliminating these barriers, not in the correction of individual characteristics.

The inclusion paradigm is different from the integration paradigm. “Integrating” also intends to promote the participation of people with disabilities in society, but limits itself to point out the problem in the individual. According to this paradigm, it is enough for society to be available for socializing, leaving it up to the individual to adapt to existing standards through the use of aids, assistive technologies, medical interventions and other methods.

In education, integration exists, for example, when an educator does not change the way he teaches neither does school management seek alternatives to receiving students with disabilities. In this scenario, the student is expected to adapt to the environment, and some of the experiences in school considered absolutely natural are:

“When we talk about empowering people with disabilities, it does not mean highlighting the disability or highlighting those students because of the disability, but that they have the same opportunities that all other students do.”

MARILEIDE DO NASCIMENTO, COURSE PARTICIPANT FROM SÃO PAULO (SP)

a wheelchair student will have to be carried by the stairs of the building; a blind student will have to ask for help from colleagues or have an assistant to describe the images used by the teacher; a student with an intellectual disability will be continuously failed for not learning the content given. In this model, education will most often be offered in schools or special classes, where students with disabilities study with their “equals”, that is, diversity is subtracted and homogenization is sought.

So how do you make a school truly inclusive? First, it must be clear that **the school is co-responsible for the success or failure of its students**. In order to arrive at this model, therefore, **the school must modify itself instead of waiting for the student to adapt**. In this case, the institution changes the environment so that all can move autonomously. Some axes that can be worked by educators are:

- »the pedagogical team can vary the didactic resources so that everyone can participate. In the case of a blind student, for example, the educator should make the contents available in braille or digital format, use

concrete materials to help in the assimilation of abstract concepts, and plan their classes in order to describe himself the images he will use, as well as read aloud the content displayed in presentations;

- »individualized assessments seek to understand the learning process of each person;
- »the administrator can provide collective spaces for effective discussions between teachers with the participation of coordinators and principal. Maria Alice de Souza, pedagogical coordinator in Fortaleza (Ceará), is an example of how the administrator can make internal articulations among the educators themselves to carry out interdisciplinary projects: “As a pedagogical coordinator, I thought it would be interesting to involve all the school’s teachers in the musical planning interdisciplinary activities on the subject, such as comic book production and paper folding art. A way also to instigate the students to want to participate in the dance”;
- »the administrator can also make articulations so that the projects reach more people, as happened

ned in Porto Alegre (Rio Grande do Sul). There, three different institutions have come together to create inclusive spaces through physical education, as can be seen in more detail in the chapter *In practice*, subchapter *Partnerships*.

For these reasons, “Open doors” acts with the inclusion paradigm by perceiving it as a necessary perspective to promote the equal rights of people with disabilities. Course participantes Janne Viterbo, Francisca Adília and Ana Patrícia, from Rio de Janeiro, capital, send the message in their final project: “When we change the focus from the difficulty to the potentiality, everything changes. This is the master key to inclusive education”.

# PRINCIPLES OF INCLUSIVE EDUCATION

The principles of inclusive education are both drivers and evidence of an international historical maturity on basic rights and policies so that people with disabilities do indeed have guaranteed autonomy. The official documents outline the parameters that serve as guides to the global movement based on the mobilizations and achievements of civil society. Rodrigo Hübner Mendes, IRM CEO, reinforces: "These are principles that guide a historical maturation, and that is the great role of these agreements: to provide coherent conditions of this maturation."

The access to quality education is linked to the understanding of the rights of this part of the population. The principles and dimensions that were being fortified through the documents serve as a guide for the development of inclusive educational experiences and were used as a conceptual basis for the didactic conception of the "Open doors" training course. They are:

**Everyone learns:** whatever the intellectual, sensory and physical peculiarities of the student, everyone has the potential to learn and teach; It is part of the school community's role to develop teaching strategies that favor the creation of emotional bonds, exchange relationships and the acquisition of knowledge.

**Each person's learning process is unique:** the educational needs of each student are unique and should be met through teaching strategies and diverse evaluation processes.

**Social interaction in the common school environment benefits all:** interaction with human differences is critical to the development of anyone, in that it increases the perception of students on plurality, stimulates their empathy and favors their intellectual skills.

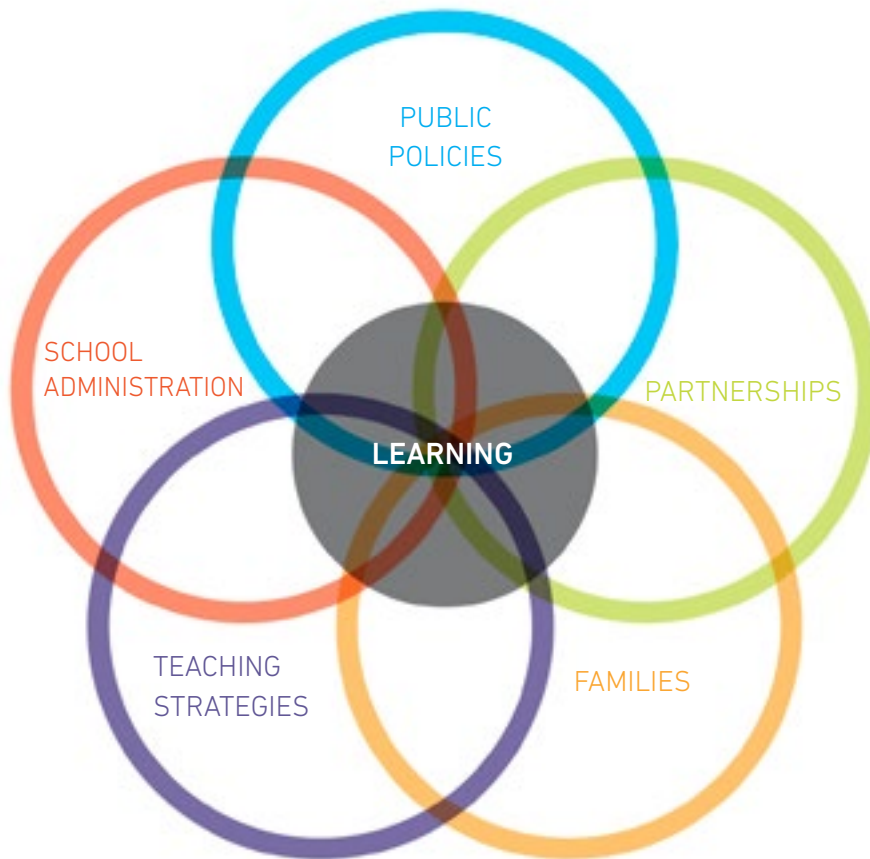
**Inclusive education is everyone's concern:** inclusive education, guided by the right to equality and respect for differences, must consider not only those traditionally excluded, but all students, educators, families, school administrators, public administrators, partners etc.

In addition to establishing principles, the Rodrigo Mendes Institute has developed a series of case studies on publicly recognized schools for quality care of students with disabilities in common classrooms. The collection of these case studies on successful inclusive education experiences is available on the DIVERSA website: [diversa.org.br](http://diversa.org.br).

**The access to quality education is linked to the understanding of the rights of this part of the population [people with disabilities].**



# ANALYSIS BY DIMENSION OF INCLUSIVE EDUCATION



Based on a methodology inspired by the Harvard University case studies, analysis dimensions of educational phenomena were constructed, most notably regarding schools, since they are social institutions legitimized for the construction of knowledge socially built by our society. It is important to emphasize that historical and territorial aspects were considered in the construction of these dimensions. These are: public policies, school administration, teaching strategies, families and partnerships.

This conceptual model is a tool that dialogues with the complexity of the theme of inclusive education and seeks to contemplate its many actors. It is important to emphasize that each dimension has its particularity and, at the same time, is interdependent of the others. Finally, in the articulation of these dimensions with the concrete actors of the school, it is sought to understand how learning happens to present to all not a universal formulation or a standard recipe, but rather a possibility of acting based on an empirical experience that should be resignified by every educator who is inspired by it.



CUJABÁ

## Public policies

Refers to all aspects of creation and management of public policies relating to inclusive education in a particular country or territory. They cover the legislative, executive and judicial bodies, impacting the set of laws, policies and judicial decisions that seek to assert the right to inclusive education.

According to the **National Special Education Policy** Perspective on Inclusive Education in Brazil, public bodies should guarantee the provision of education for students with disabilities, Pervasive Developmental Disorders (PDD) and high ability/giftedness in regular schools. Furthermore, they must meet the demand for Specialized Educational Services (SES) for this public. In order to do this it is necessary to provide accessibility at all levels (from architectural to communicational), as well as training teachers and staff, enabling the learning of didactic and teaching strategies to deal with such students. The **Index for Inclusion** adds that it is the role of public policies to disseminate and put into action inclusive values, by way of legislation, government plans, awareness campaigns, etc.



### 1 National Special Education Policy

The National Special Education Policy of 2008 brought new conceptions to the performance of special education in our education systems. In it, a very significant gain was made in favor of school inclusion by eliminating the differentiation of student care, including these students in common school settings, and no longer in special classes and schools. Learn more at DIVERSA: [bit.ly/artigo-diferenciar-para-incluir](http://bit.ly/artigo-diferenciar-para-incluir).

### 2 Index for Inclusion Policy

Created in England by researchers Booth and Ainscow, it is a set of materials to support the review inside the school of aspects such as patio activities, teacher's rooms and classrooms, as well as others related to inclusion in communities and around the school unit. The goal is to encourage all staff, parents, guardians and children to contribute to an inclusive development plan and implement it.



BELO HORIZONTE

**It is necessary to provide accessibility at all levels, as well as training of educators and staff, enabling the learning of didactic and pedagogical strategies.**

“The students with disabilities had a very significant learning because they started to participate more actively not only in physical education classes, but in all disciplines”.

PÂMELA SILVA, COURSE PARTICIPANT FROM NATAL (RN)

### **School administration**

Refers to the various stages of planning and development of administrative activities of an educational institution. It covers the elaboration of Political-pedagogical projects (PPPs), the preparation of action plans, teacher training, the management of internal processes of the institution and its relations with the community.

For National Policy, the school administration is responsible for organizing spaces and resources for inclusion (including specialized care), in addition to favoring a culture of promoting learning and the uniqueness and appreciation of differences. The Index for Inclusion emphasizes the role of school administration and teaching staff in introducing values that are essential to enabling inclusion amongst educators and other staff. The administration should aim for democratic, community education, promoting health and citizenship, and combating prejudices.

### **Pedagogical strategies**

A pedagogical proposal that meets and reaches all is necessary. Therefore, attention must be paid to the various stages of planning and development of teaching and learning practices. They cover regular teaching activities, actions destined to Specialized Educational Services, and the evaluation process of all students.

### **Families**

It is the dimension that focuses on the relations established between

the school and the families of the students. It includes family involvement with the planning and development of school activities and contemplates both the relationships that promote inclusive education as well as situations of conflict and resistance.

The Index suggests that family involvement has as characteristics the involvement and the acceptance of everyone, collaboration and “being together”, through active engagement both in learning and in decision-making, favoring dialogue and partnership between educators and family members.

### **Partnerships**

Refers to relations established between a school and agents external to the institution where they work in order to support the processes of inclusive education. Such agents may be individuals or legal entities and cover the areas of special education, health, non-formal education, social assistance and others.

For National Policy, partnerships between schools and specialized institutions are a priority means of providing Specialized Educational Services, whether from public organizations or from accredited private initiatives. These institutions must act to support the school, in a complementary or supplementary manner, but never in a substitutive way.





# How training happens

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The training course offered by “Open doors to inclusion – Inclusive physical education” adopts methodology created to promote and support interventions within the school environment. Participants, gathered in working groups,

are invited to develop a local project aimed at improving the care of students with disabilities through activities related to inclusive physical education. The steps to carry out these projects are:

1. DIAGNOSIS ELABORATION	2. ACTION PLAN ELABORATION	3. IMPLEMENTATION AND EVALUATION
<ul style="list-style-type: none"> <li>• 5 principles</li> <li>• 5 dimensions</li> <li>• Facilitators and barriers</li> </ul>	<ul style="list-style-type: none"> <li>• Objective</li> <li>• Strategy</li> <li>• Indicators</li> </ul>	<ul style="list-style-type: none"> <li>• Gains</li> <li>• Monitoring</li> </ul>

The beginning of the process happens when the “Open doors” students elaborate a diagnosis of the current scenario in one of the educational institutions in which they act to better understand their realities. At this point, they check whether the principles and dimensions of inclusive education are being addressed and whether there are initial difficulties that can be solved, among other aspects. From this initial analysis, they can set the existing barriers that hinder the inclusion process and the facilitators so that inclusive education involves the whole school community.



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### Barriers and facilitators to inclusion

In order for inclusion to take place, it is fundamental to “identify in the differences all the rights that are pertinent to them and, from there, find specific measures for the State and society to reduce or eliminate the ‘participation restrictions’ (difficulties or disabilities caused by human and physical environments against people with disabilities), according to Professor Romeu Sasaki<sup>3</sup>.

The barriers to inclusion can be understood as any environmental characteristic or human attitude “that prevents the full and effective participation of these persons in society on an equal opportunity basis with other people”, according to the Convention on the Rights of Persons with Disabilities created by the UN in 2006. In an educational context, it is that which must be eliminated, modified, replaced or added to, so that each student can learn. Facilitators, on the other hand, are the environmental characteristics or attitudes that favor the work of eliminating these barriers, reducing the time and resources necessary to do so or helping promote good practice in education.

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From the diagnosis of the current situation of the school with the data collection of barriers and facilitators, the course participants move on to the elaboration phase of the action plan. Of all the barriers raised, one should be elected

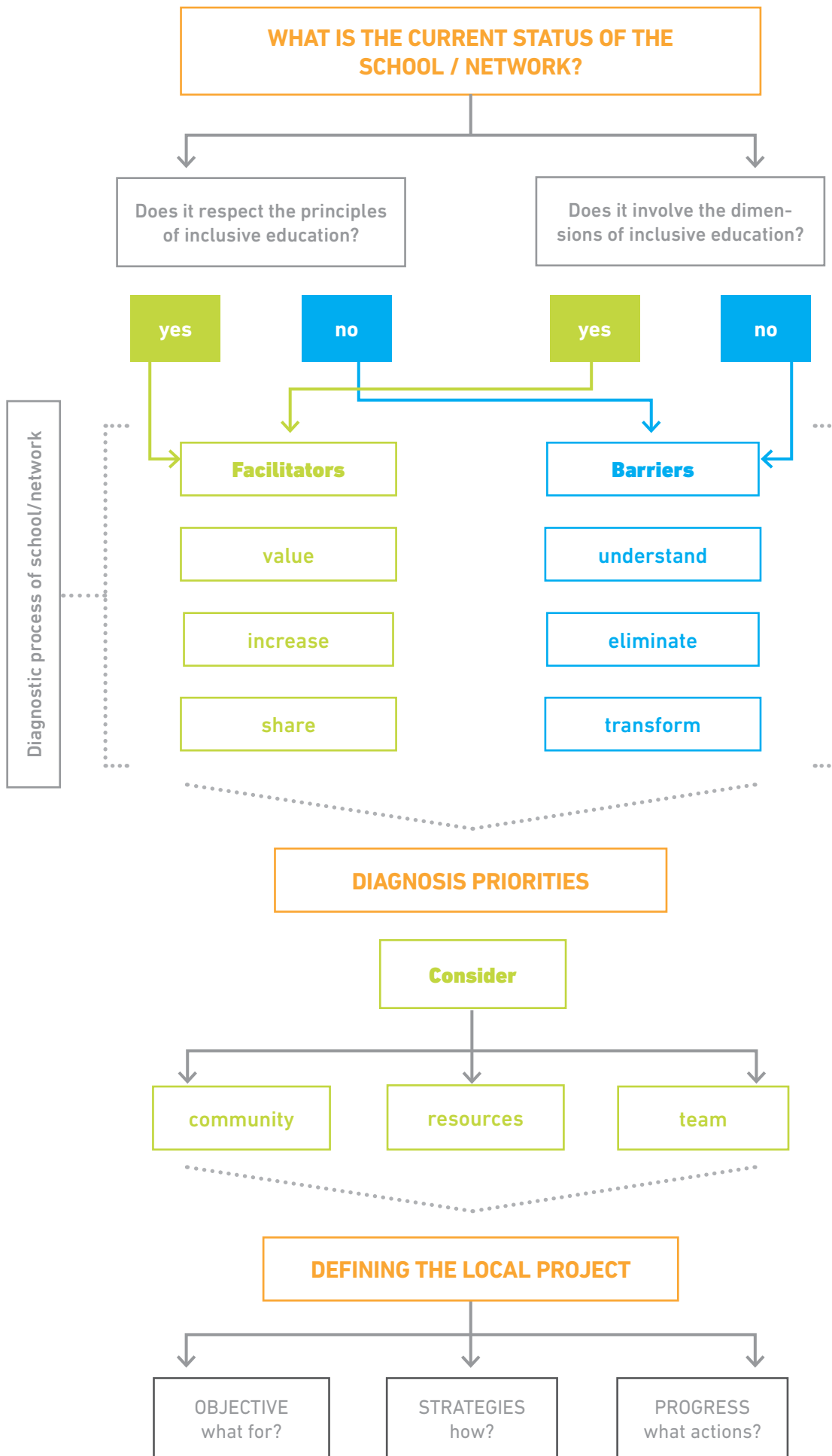
as a priority, considering the needs of the community and the team and the resources available. It guides the preparation of the action plan, consisting of an objective (desired result) and strategies (ways to seek this result).

After the plan is defined, the groups should begin their implementation. In the “Open doors”, the records of these stages of development and execution of the local project are performed in the Virtual Learning Environment of the course, as well as the record of the progress obtained from the strategies defined for the evaluation.

**The training course offered by “Open doors” adopts methodology created to promote and support interventions within the school environment.**

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3. SASSAKI, Romeu Kazumi. What do you call people who have disabilities? Diversa. May 24, 2013. Available at: <[bit.ly/artigo-sasaki](http://bit.ly/artigo-sasaki)>.



### Gains: from content to technology

A pedagogical refinement took place throughout the course process. Each year, online classes are reviewed and have notable experts that make the content current and very connected to the national realities. In 2016, the classes relied on the international participation of David Rodrigues (Portuguese researcher and one of the greatest references in the inclusive education area) and also on IRM experts such as Aline Santos, DIVERSA Coordinator.

The creation of a new Virtual Learning Environment was also a highlight, as it made the training tool much simpler. The new environment was built to have navigation and usability that really included all the students, that is, that was accessible for people with disabilities and intuitive even for participants with little familiarity with the internet. The technology allows the user to understand where in the site they are and to easily find the area they want to explore.

At the stage of recording the progress of the group's projects, for example, the new online environment can facilitate the introduction of the work contents in a few clicks. Luiz Henrique Conceição, the training program's coordinator, said: "This allows these educators to participate more and in a better way. It is not just the people with technology difficulty. It's everyone". In addition, the new technology allowed the mentoring team to more easily and with more information follow the development of the project, the collaborations and difficulties of each course participant.

**"The video lessons were very significant for teacher training."**

ELIZABETH PARENTE, COURSE PARTICIPANT FROM BRASÍLIA (DF)

The Rodrigo Mendes Institute also created four new specific classes on digital tools. Aline Santos, for example, supported the classes on new media, digital tools and content accessibility. She approached questions about building collective knowledge on the Internet by appropriating new media, such as mobile phones, and gave tips on practical accessibility – how to make presentations more accessible, the importance of captioning and describing photos, attention to font size and to the contrast of colors, among others.

In addition to guaranteeing an improvement on the students' learning capacity, this new virtual environment reinforced the interaction of educators with the audiovisual language. The groups of course participants of the Amadeu Araújo Municipal School, in Natal (Rio Grande do Norte), and the Marconi Municipal School, in Belo Horizonte (Minas Gerais), appropriated the digital tools classes and did the final work of the course on video. In Salvador, course participant Ana Carla Santos Dávila emphasized the importance that audiovisual language had as a final work form: "I did not want it to be another piece of written work... I wanted people to really see the project. Showing it on video was the best part."

**The new environment was built to have navigation and usability that really included all the students**



**In practice**

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# IN PRACTICE

The following topics present a detailed analysis of the impacts generated by the “Open doors to inclusion - Inclusive physical education” project, using the five dimensions of inclusive education as a structure for organizing the text. In 2016, 119 projects were developed by the course participants. Most of them (71.4%) worked in the dimension of pedagogical strategies. All 16 cities benefited from the “Open doors” had projects focused on this front. They were initiatives that made possible for the whole school community actions like recreational circuits, games and activities, adapted sports and much more. In total, 25,580 students benefited from the projects that worked in this dimension.

**The initiatives made possible for the whole school community actions like recreational circuits, games and activities, adapted sports and much more.**





# PUBLIC POLICIES

**Aspects of creation and management of public policies relating to inclusive education. They cover the legislative, executive and judicial bodies, impacting the set of laws, policies and judicial decisions that seek to assert the right to inclusive education.**

4

projects

1,261

people impacted,  
including  
35 students with  
disabilities

Innovations with meaning and that really transform realities are often a result of the confluence of desires and actions of decision makers, with the desires and actions of other agents of civil society. A single manager cannot make this kind of change alone, just as it is very difficult for one person to create a solution that is scalable and beneficial to an entire city, state or country. Only through the joint efforts of representatives of the various social spheres is it feasible to build solutions that provide progress in securing rights and in the appreciation of human differences.

During the “Open doors” project, learning and also real progress were identified so that the issue of inclusive education in schools be increasingly on the agenda of Brazilian public policies. Lauren Marra, course participant from Belo Horizonte (MG), said: “The project impacted and pointed out success factors for the better development of the teaching-learning process, helped the school to establish dialogues with the community, as well as took responsibility for the implementation of the municipality’s educational policies.”.

## Legislation through the students’ eyes

In Rio de Janeiro (RJ), Tasso da Silveira Municipal School already has experience in inclusive education. Even so, the course participants identified that it was necessary to ensure that the specific characteristics and needs of all learners were considered and met to further enhance the pedagogical quality. Among the various strategies used to actively involve students, teachers and staff, one that stood out was the creation of an informative mural that addressed the issues of inclusion in society.

To ensure the continuity of the inclusive actions already developed in the physical education classes and expand them to all of the institution’s students, the first strategy was to work with the students themselves. They conducted research to find information on legislation concerning the rights of persons with disabilities and also on the scenario of inclusion in society. The result was a collage mural with reflections on inclusion and references that ranged from Charles Chaplin to Socrates and Paulo Freire.

From the research results, which addressed the rights of people with disabilities at work and official and

statistical figures on the subject in Brazil, the issue of inclusion as a public policy was worked on. The project allowed access to relevant data and information on the subject in a simple and interesting way for the whole school unit. The project – which can be considered part of the school administration dimension, since it concerns knowledge management within the school – has a strong influence on the dimension of public policies by becoming a tool that brings macro issues (such as statistics, indexes and laws) to everyday school life, guaranteeing access to information and a possibility of awareness of the whole community.

The project can be seen by people who are not part of the school community, because Tasso da Silveira Municipal School is one of the places of the municipality where voting for the elections takes place. During the two rounds of the municipal elections, the mural caught the voters' attention, multiplying its objective. The user of the school unit as an elector Carolina Sampaio said: "When I went to vote, I was positively surprised with posters exposing critical thinking about inclusion and acceptance of what is different developed inside a school."

### Games and activities beyond the walls

In Porto Alegre (RS), the "Open doors" partnership is held together with the Municipal Sports Secretariat. In one group, instead of the school being the setting for inclusive physical education, an articulation between three organizations made it possible to work with the theme of inclusion through sports going beyond school walls. Ramiro Souto Park, Lupi Martins Gymnasium (units of the Municipal Sports, Recreation and Leisure Secretariat) and the IPDAE (Popular Institute of Art-Education, a non-profit organization

located on the outskirts of the city) were united in a local intervention project. In the diagnosis of these spaces, the need to train professionals and users of the institutions involved on the inclusion theme was identified

In order to bring the target audience closer to the theme, the group sought to raise participants' awareness regarding the places involved to welcome differences by reflecting on the principles of self-awareness, empathy and understanding of our relation with the world, present in Daniel Goleman and Peter Senge's book *The Triple Focus*. For this, games, activities and musical workshops were used. At the end of the project, the group gave a statement about the importance of this strategy to the success of the work: "Through the relationship between the groups, the reflections and the awareness activities of the principles that guided our proposal, it was possible to sow a more inclusive world view. What motivated us to do the work in these three places was precisely the possibility that, when we reflected on the importance of inclusion, our students could join the proposal and become multipliers of this idea."

The "Playing to Include" event consolidated the conclusion of the course participants from Rio Grande do Sul with the presence of 140 people. On that day, 12 monitors from participating institutions held workshops on arts and music, recreational activities (such as trampoline and ball pit) and the inclusive practice of volleyball, judo, football and basketball. Awareness-raising and integration activities were also carried out for all those involved.

The results of the final project event of the "Open doors" course participants brought direct concrete effects. Rodrigo Carreño,




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Want to know more about the Tasso da Silveira School experience? Access the 2016 *Compilation of practices* and check out the activities developed at the unit: [<rm.org.br/portas-abertas>](http://<rm.org.br/portas-abertas>)

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"Now this moves from my personal practice on to the whole school."

ELIZABETH KLEM, COURSE PARTICIPANT FROM RIO DE JANEIRO (RJ)



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The inspiring story of the Porto Alegre group is part of the 2016 *Compilation of practices*: [rm.org.br/portas-abertas](http://rm.org.br/portas-abertas). Access the publication to check out the details of this initiative!

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"We were very involved with this project and were very happy with the execution of the event. The inclusive look/think/act seed has been thrown into the fertile ground of our work spaces. Now, we need to continue caring, nurturing, moisturizing this idea every day so that it flourishes, bears fruit and expands in so many other directions, through the empathic connection with others."

EMBRACING THE WORLD GROUP, FROM PORTO ALEGRE

Ginásio Lupi Martins Gymnasium Coordinator, participated in the "Playing to Include" event and has already opened the space so that students can plan the events of the institution in an inclusive way. He also studies the possibility of ensuring at least one day of gymnastics encounters for adults and seniors and judo encounters for the creation of differentiated activities, relying on the experience of guests and people with disabilities. The course participants emphasized: "This proposal opens up a space for wider dissemination in the community and surrounding areas and challenges teachers to think and act on inclusion. We understand that this is a possible path for Lupi Martins Gymnasium to host and work with students with disabilities."

# SCHOOL MANAGEMENT

**Considers the various stages of planning and development of administrative activities of an educational institution. It covers the elaboration of Political-pedagogical projects (PPPs), the preparation of action plans, the management of internal processes and the fortification of the relationship with the surrounding community.**

School administration plays a fundamental role in the process of inclusion of students with disabilities and in the appreciation of differences in the school community. "Open doors" course participants from ten cities created 19 projects that worked with the school management dimension in their institutions with training, development and improvement of PPPs, inclusive sports actions and much more. In 2016, 5,304 people were impacted by projects that acted in this dimension.

The importance of the manager is evident in the appreciation of inclusive education and of the professionals in that area and also of the possibilities of articulation between school and non-institution teams. Rita de Cássia Rodrigues, course participant from Belém (PA), said: "The project had the participation of the pedagogical coordinator, which broadened our focus on the importance of turning our attention to inclusion, more specifically to the needs of our students as individuals".

## 19

projects

## 5,304

people impacted,  
including  
169 students with  
disabilities

### Changes in school management

In the statements of the educators who participated in the "Open doors" project, important questions were raised that became more sensitive in the daily life of some school managers after the course:

- **change in management means**, providing greater integration with students, family, teachers and the SES;
- further attention to issues related to the **inclusive education process** in the school, which have often resulted in improvements in the PPP;
- creation of more democratic management models that allow the strengthening of the bond with the community;
- establishment of moments of **continuous formation focused on inclusion**, as highlighted by Sandra da Silva, course participant from Belford Roxo (RJ): "I am an SES teacher, and the course helped me to reflect on the importance of physical education to students with disabilities, Global Developmental Delay and high skills/giftedness, and on how to establish a partnership with such teachers for the better development of the students' teaching-learning process";
- **recognition of the educators' work**. Keitel Junior, course participant from Cuiabá (MT) said: "Because I participated in the project and was the director, I realized the real need to invest more in the materials needed to carry out the teachers' activities." This also happened in other cities of the course, such as Natal (RN).

### Political-pedagogical project in focus

The Argentina Barros Municipal Center for Infant Education, in Manaus (AM), has been receiving since 2013 more and more students with disabilities, mostly people with autism spectrum disorder, low vision and intellectual disorders.

According to what the course participants identified from interviews with the school's pedagogues, teachers and secretaries, it is quite probable that this increase in enrollments is linked to Law 12.796, of April 4, 2013, which stipulates the compulsory enrollment of children from the age of 4 in early childhood education.

From this scenario, when verifying the school's Political-pedagogical project (PPP), they verified that the document did not contemplate the inclusion issue and did not consider the creation of actions that would enable quality care of students with disabilities. The

participants of the "Open doors" themselves emphasized: "The PPP aims to guide the goals of a democratic and participatory management between teachers, students and partnerships with the community where the school is inserted. Therefore, if the PPP does not contemplate this issue, it becomes a relevant barrier to be analyzed and rethought within what is expected of a democratic management that aims at inclusion in a general manner.

The challenges in daily school life included difficulties such as that of teachers in attending to all children without an auxiliary teacher, a figure that supports the carrying out of activities or the care for peculiar needs of each student. According to the law, the obligatory presence of this professional depends on the specifics of the child(ren) with disabilities present in the class. If none of them has the specific need to have such support, it is the responsibility of

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The Argentina Barros Municipal Center for Infant Education developed an inclusive physical activity project aimed at infant education. Access the 2016 *Compilation of practices to learn about the experience*: [rm.org.br/portas-abertas](http://rm.org.br/portas-abertas)

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MANAUS

the teacher to attend to all children, with their particularities.

Thus, the need to train the teachers of the institution for pedagogical practices that promoted the cognitive and physical development of children with disabilities was verified. In order for there to be inclusion, these practices must respect the specificities of each person, with or without disabilities, promoting the full development of all.

### **Inclusive education in teaching**

At the Radialista Edécio Lopes Municipal School, located on the outskirts of Maceió (AL), educators faced enormous challenges in the area of special education and felt insecure in their pedagogical practice. With this in mind, the "Open doors" teachers decided to provide a training for conceptual and practical comprehension of inclusion that included the entire faculty, including Specialized Educational Services (SES) educators, the management team and the pedagogical coordinators.

A meeting was held with regular class teachers and SES educators, librarians, coordinators and the deputy principal. It was then possible to introduce the theme and highlight the reality of those educators from listening to testimonials. There was also a workshop that presented a series of games that can be used to facilitate educational practices in the classroom, such as the use of colored dominoes and the E.V.A puzzle, made of rubberized foam.

According to the students, the use of games guaranteed that the meeting went beyond expectations. Elizabeth Laffitte, course participant from Maceió, emphasized: "Although school management is open to inclusion and understands the importance of deepening the issue, this step of experiencing school training in a practical way had not yet happened. With the meeting, a new possibility was opened to understand and to deepen these issues".

**In order for there to be inclusion, the practices must respect the specificities of each person, with or without disabilities, promoting the full development of all.**



MACEIÓ

# PEDAGOGICAL STRATEGIES

**Considers the various stages of planning and development of teaching and learning practices covering regular education activities, Specialized Educational Services and evaluation processes.**

**85**

projects

**33,654**

people impacted,  
including 1,846 students  
with disabilities

The “Open doors” project endorsed the creation of new educational ways and means for students with disabilities to actively participate in physical education classes and actually be included in the complete school routine. In 2016, 85 projects were created by the course participants with a focus on pedagogical strategies. More than 33,000 people were impacted in some way, out of which 1,846 were target students from special education.

### Understanding the student to enhance inclusion

The course participants who worked at the Marconi Municipal School in Belo Horizonte (MG) identified that the physical education teachers’ methodology did not routinely include students with disabilities. From this, the need for the professionals to know the student body and the specificities of each student in advance arose. Thus, it would be possible to improve pedagogical practice with the creation and adaptation of games to optimize the work and increase the potentiality of the students.

The project was divided into three work fronts. First, the course participants observed the strategies used until then by physical education teachers. Then, training events were held that allowed for the survey and analysis of students with disabilities and a more detailed study on each case for structuring the project, meetings with family members for debates on the theme, and a meeting between the professionals of Specialized Educational Services (SES) and the direction of the school to ensure institutional support for the project.

The result was the creation of an inclusive circuit. In it, the students went through a series of challenges, including running with a spoon in their mouth and blindfolded. Liz Loyola, one of the students who participated in the activity together with her colleague Caio, with visual impairment, commented: “I found the circuit very cool because I was paired with Caio, we felt what life is like for him, their side [other colleagues with disabilities] too”. Gleiciane, another student, completed: “Caio may be blind, but the difficulty during the circuit was felt more by us. It was much easier for him to complete the challenges, like running, than for us.”



BELO HORIZONTE

### Activities progression

In Belford Roxo (RJ), a group of course participants made it their goal to make 5th year elementary students of Jorge Ayres Municipal School participate in physical education classes with an inclusive perspective. For this, they used the pedagogical strategy of the progression of the activities from adapted games, such as adapted and sitting volleyball.

The course participants emphasized in their final report: "After our first practical lesson, we realized that the students had a lot of difficulty in continuing the moves, due to the degree of difficulty required by volleyball". From this attempt, the strategy of continued progression allowed the group to start with the pre-sport activity of adapted voleibol until they could practice sitting volleyball. And those who participated, like student Gabriel Lucas, who is part of the specialized education target audience at the school, reinforced: "Believe in sport! Sport is a wonderful thing."

Watch the video with student Gabriel Lucas's testimony, at Jorge Ayres Municipal School, in Belford Roxo (RJ): [bit.ly/depoimento-gabriel](http://bit.ly/depoimento-gabriel)

A three-phase action strategy was created in order to achieve successful results. Initially, there was an effort to raise awareness of the community and involve students, educators and managers in the process. Next, a joint planning between physical education teachers was organized. Increased dialogue among educators ensured that the inclusion proposal for all students in the school was put into practice.

From the support of the school community, the physical education teachers started to work on the flexibility of the motor activities. Educators analyzed each student's ability to perform the main fundamentals of volleyball (serve, pass and bump) and made some adjustments, such as switching the official volleyball ball to a softer ball and rotating the person who served without having to shift places.

### The potential of rhythmic gymnastics

In São Luís (MA), the course participants of the Rubem Almeida Basic Education Unit found a scenario with teachers with little commitment to the cause of inclusion in education and the lack of pedagogical planning in the segment. To overcome these and other barriers, they sought to democratize the practice of rhythmic gymnastics for 6th grade students as an alternative for interpersonal and social inclusion.

Approximately 40 students were given the opportunity to work with the body movements of rhythmic gymnastics in an inclusive manner, and the group proved to have become closer to one another by the end of the project. Gabriele, a student at Rubem Almeida Basic Education Unit, said: "I used to think that these children with disabilities could not do anything, that they needed help for everything."



BELFORD ROXO





SÃO LUÍS

After this project, I realized that it is nothing like that. They can do a lot. Even things I cannot do. I've learned that we all have a lot to learn from each other. "

The project surprised even the institution's teachers. Jocilene Nascimento, a physical education teacher, said: "The possibility of adapting rhythmic gymnastics made me overcome myself as a teacher. When I was an athlete, I saw rhythmic gymnastics as a sport applied to super-athletes. It was something competitive, who can stretch the leg more, who can make the biggest leap". Jocilene was a five-time champion of rhythmic gymnastics in Maranhão and plans to bring the Maranhão gymnastics team to give a workshop to the children in 2017 using official materials. Another plan is to take the students to the team headquarters. Student Ingrid Machado said: "I loved to participate and I do not want to stop so soon. No one here has difficulty doing rhythmic

gymnastics. Everyone shows that they are capable. Students with disabilities do things that astonish us. Many arrive with shyness, but ended up letting themselves go".

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**How to function Olympic sports in an inclusive perspective? Access the 2016 *Compilation of Practices* and be inspired by the innovative experience at Rubem Almeida Basic Education Unit: [rm.org.br/portas-abertas](http://rm.org.br/portas-abertas)**

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### **Dancing for inclusion, all it takes is to start!**

In the *Compilation of practices* [rm.org.br/portas-abertas](http://rm.org.br/portas-abertas), it is also possible to learn about a project carried out in Fortaleza (CE), which decided to use dance as a strategy for working with inclusion. The course participants pointed out that a school environment focused on dance is a place of socialization of knowledge and fortification of social relations. About this project, Luiz Henrique Conceição, IRM Coordinator, highlighted: "The most interesting thing is the interdisciplinary character of this project. It is not expected, in the common sense, that physical education classes develop musicals. The teacher opened a dialogue with other educators, as well as with the arts department, for the construction of the material". The coordinator also pointed towards the importance of students with disabilities being active on all fronts of action: "They were what they wanted to be. That is inclusion. Students with disabilities were not just the main characters, they could participate in any way they wanted."

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# FAMILIES

**The dimension focuses on the relations established between the school and the families of its students. It includes the involvement of the family or guardians with the planning and development of school activities and contemplates both the relationships that promote inclusive education as well as situations of conflict and resistance.**

8

projects

1,781

people impacted,  
including 72  
students with  
disabilities

“Open doors” reinforces the concept of family members as important allies of teachers, administrators and school as a whole. Course participant testimonials point out that the partnership between school and family prevents school dropouts and increases student attendance, creates and strengthens the family’s relationship of trust with educators, and improves the perception of the possibilities of participation of children with disabilities. The projects carried out by “Open doors” course participants do not only benefit the students with disabilities’ families, but all the families of the schools impacted.

When working with the Family dimension, many students were

sensitized on the issue of inclusion due to personal experiences. Bianca Parreira, a course participant from Belo Horizonte (MG), shared: “I recently had a child with Down Syndrome. The ‘Open doors’ helped me to reflect, as a mother and as a professional, on how much still we have to advance in this area. It made me realize that each individual has their own learning time and that we should diversify classroom activities to serve a larger number of students.”

In 2016, eight projects were carried out with a focus on families, impacting 1,781 people. If we consider the projects that worked in this and other dimensions, 7,254 family members were impacted during the year 2016.

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## On families and school inclusion

“The families could see that their children with disabilities can also participate in physical education classes and even practice a sport, that the disability may be a limitation, but not an impossibility.” Carolina Nascimento, course participant from Belford Roxo (RJ)

“Some parents started to participate more effectively in their children’s school life and were also interested in taking home the idea of using recycled material to build toys and instruments for physical activities.” Adriana Nunes, course participant from Manaus (AM)

“The whole school has to think about inclusion. And experiences cannot be locked up in schools. People need to know about these practices and know that inclusion is possible.” Ivone Pulquério, member of the Municipal Education Secretariat of Cuiabá (MT)

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### How to involve more?

At the Juarez Sodré Farias Municipal School of Basic Education, in Cuiabá (MT), the lack of information and the non-acceptance of the student's disability were diagnosed as barriers. From this, the school educators and course participants of the "Open doors" understood that it was necessary "to open and expand a space for dialogue and reflection on the individual limitations of the children, between the school and the family, in order to guarantee a greater development and inclusion".

To achieve this goal, several actions were taken to bring families closer to the school unit regarding the theme of inclusive education. Vanilda Carvalho Mendes, "Open doors" facilitator, said: "The project generated a collaborative unity. Before, the teachers, managers and coordinators were separated. The project put all of them together, a union for the benefit of the students." In addition, course participant Ianai Fernanda Almeida emphasized that the project "brought the families closer to the school, which favored the dialogue and the

**"'Open doors' provides this openness to the teacher, this possibility for trial. And when the teacher tries and believes in what he does, the students realize that the disabled colleague is a friend for every activity."**

MÁRCIA CRISTINA ALBIERI, FACILITATOR IN CUIABÁ (MT)

perception of the possibilities of the students with disabilities, the family members saw themselves valued, because the students showed satisfaction and happiness in participating in the actions."

Together, course participants, family members and the school staff performed actions such as "Sarau with prose", which allowed moments of informal and informative conversations about inclusion, development, strategies and successful experiences. The group of course participants also performed during the Family Festival. Already a typical celebration in the school, in 2016 the event had a moment of sensory games that allowed students with disabilities and their families to have diverse experiences together.

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Juarez Sodré Farias School's of Basic Education's experience is part of the 2016 *Compilation of practices*: [orm.org.br/portas-abertas](http://orm.org.br/portas-abertas). Learn more strategies adopted to bring families closer to school!

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# PARTNERSHIPS

Refers to relations established between a school and agents external to the institution where they work in order to support the processes of inclusive education.

**3**  
 projects

**1,528**  
 people impacted, including  
 41 students with disabilities

Education goes way beyond the classroom. **It must be everywhere, accessible to all, and must fully develop the human being** – considering intellectual, physical, emotional, social and cultural dimensions. For these three goals to be achieved, partnerships with external organizations are critical. Alliances established between the educational institution and individuals or organizations in the school environment ensure that the experience and collective knowledge enrich

pedagogical and management practices, benefiting students.

Establishing partnerships is no easy task, and succeeding with them is challenging. Still, the course participants from Belém (PA), Fortaleza (CE) and Salvador (BA) managed to benefit more than 1,500 people with alliances with public institutions, private organizations, other schools, health professionals for specific care, support professionals and projects of the community in which the school is located.

“Capoeira is for everyone, but for each person in their way... of singing, playing instruments and playing. And I’m learning from them how to teach. Because it is very easy to teach to a person who already knows how to move. For those who have a limitation it is more difficult”

MÁRCIO LUIZ DE MATOS, CAPOEIRA TEACHER IN RECIFE (PE)

**Today, an average of 95% of full-time students are participating in capoeira.**



In Recife (PE), paraplegic student Fernando de Melo, from the Antônio Heráclio do Rêgo Municipal School, had the opportunity to take the physical activity he practices in the community where he lives to school, because of a partnership with his teachers of capoeira, a Brazilian martial art that combines elements of dance, acrobatics and music. The project resulted in a capoeira circle that had as its main purpose to work in an interactive way the history, songs, instruments, benefits, passes and games of capoeira. In the final report, the course participants shared: "With the accomplishment of this work, we managed to awaken the feeling of belonging on the part of student Fernando de Melo, sensitizing the whole school community for inclusion."

How to mobilize the entire school community for inclusion through capoeira? Access the 2016 *Compilation of practices* and check out the partnerships established by Antônio Heráclito do Rêgo Municipal School: [<rm.org.br/portas-abertas>](http://<rm.org.br/portas-abertas>)

"In capoeira, the qualities appear even with the limitations. By means of musicality, of dancing... Everyone participates, some play, others sing..."

ANDRÉ GUSTAVO DE FARIAS, CAPOEIRA TEACHER IN RECIFE (PE)





MACEIÓ

## LEARNING

The most transformative potential of “Open doors” is the democratization of the learning process, comprising students, educators, administrators, employees, families and other agents of the school community. For each profile, important transformations were observed, and the most significant ones follow detailed.

### For the administration

Several testimonies from “Open doors” course participants pointed to an awareness of the school’s administration team on inclusion issues. The work carried out during the course resulted in gains, from the visibility of the need to purchase specific materials to progress in the autonomy of teachers, in the integration of the team and in the performance of managers themselves in the actions aimed at inclusion.

“The administration realized the need to systematize the PPP [Political-pedagogical project] in order to make it inclusive.”

SYLVIA COSTA, COURSE PARTICIPANT FROM NATAL (RN)



“The pedagogical administration and coordination understood their responsibilities to promote and go in search of teacher training on inclusion.”

JÉSSICA SANTOS, COURSE PARTICIPANT FROM SÃO LUÍS (MA)

“The execution of the project in the school provided a greater integration of the management with the students, families, teachers and Specialized Educational Services, because there was a concern regarding the accomplishment of the activities and flexibility of schedules and activities with the teachers and students of the school, as well as the availability of physical and human resources available at the school for the development of activities”

EMERSON LOLA, COURSE PARTICIPANT FROM BELÉM (PA)

“[The project] has changed the administration team’s views, not only in regards to the physical structure of the inclusive school but it also redefined the pedagogical actions of the resource room and the pedagogical classroom”

JANESMARE REIS, COURSE PARTICIPANT FORM SALVADOR (BA)

### For teachers

The educators' testimonials on the project's results point out how the "Open doors" strengthened the approximation between school professionals. Claudia Cecilia Upton, school principal and course participant from Belém (PA), emphasized: "The 'Open doors' showed that there are no barriers to the integration of professionals, and the execution of cooperative and interdisciplinary projects brings them closer together and involves them in an effective way.

We also realized that the school already experiences cooperative work and that a 'conducting wire' is needed, that is, a project, an action (planned, executed and evaluated) that brings the school team closer together". As a result, more exchanges of experiences began to take place in favor of inclusive education and, consequently, the socialization, learning and development of students with disabilities were benefited.



CUIABÁ

"The school encourages articulated work, but with the coming of this proposal, I perceive a greater approximation and interaction insofar as it requires not only sitting and planning but also performing together, reflecting on activities, possibilities and actions both ours, as teachers, and of students with and without disabilities."

MÁRCIA MARTINS, COURSE PARTICIPANT FROM CUIABÁ (MT)

"Before 'Open doors', I saw inclusion only as an insertion of students with disabilities, but after studying, and above all, seeing the project experiences in other schools, I realized that inclusion goes beyond that, and that is it is necessary for everyone to take a different look at the real needs of the learner and thus integrate him/her in the best possible way into that space, interacting with his/her peers, within his/her limitations."

GREICE KELLY DE SIQUEIRA, COURSE PARTICIPANT FROM CUIABÁ (MT)





NATAL

“The course stimulated me to get to know, learn about, fall in love and get involved with inclusion. I learned that including can’t be related only to people with disabilities, but to the entire school community”

CLAUDIA ÉRICA MONT’GOMERY, COURSE PARTICIPANT FROM NATAL (RN)



MACEIÓ

“I can no longer think of a physical education classes prioritizing the most skilled students and excluding the less skilled and disabled.”

JÚLIO CÉSAR SILVA, COURSE PARTICIPANT FROM SÃO PAULO (SP)

Next year, I would like to be able to take the administration and some teachers [to the project] because I find the program very useful for the school community. I arrived without a clue and I leave with the vision of someone who wants to make a difference in the educational world. I arrived rigid, I leave malleable. Thank you for this new opportunity for my knowledge.”

ELIZABETH LAFFITTE, COURSE PARTICIPANT FROM MACEIÓ (AL)

“Through the project I was able to dialogue more with the physical education teacher, discover their anguish, and help them in the elaboration of inclusive classes that allowed the participation of all students in the activities.”

PÂMMELA SILVA, COURSE PARTICIPANT FROM NATAL (RN)

### For students

Many students also reported progress regarding student learning in the benefited schools. Three main fronts that were cited in 2016 are highlighted, including testimonials from students benefiting from the "Open doors": **progresses in the socialization, learning and motor development of students with disabilities.**

After this project arrived, it helped me a lot in reading. Before I kept myself more isolated, today I play with others. I could not read, could not sign my name. I learned to here."

FRANCISCO GUEDES NETO, STUDENT FROM NATAL (RN)

"Inclusion is not just about disabilities. It has to do with all the excluded, Inclusion is for everyone. Because of that, our project, in addition to actively involving the participation of disabled and non-disabled students together, addressed issues of race, gender and all forms of prejudice. "

MARILEIDE DO NASCIMENTO, COURSE PARTICIPANT FROM SÃO PAULO (SP)

"Involvement was very successful. I emphasize the participation of a student with autism spectrum disorder, who was not involved with the others, walked around the school and shouted in the corridors and, from different activities, she became more involved, expressing herself through body language."

KÉSIA NASCIMENTO, COURSE PARTICIPANT FROM NATAL (RN)



NATAL

“Children who once isolated themselves in collective moments today participate with joy.”

SYLVIA COSTA, COURSE PARTICIPANT FROM NATAL (RN)



“After the project’s actions, the students with disabilities involved in them showed greater interest and motivation to attend school, participate in classes and interact with other students.”

IANAI FERNANDA DE ALMEIDA, COURSE PARTICIPANT FROM CUIABÁ (MT)

In addition to motor development and the inclusion of students in the school environment, “Open doors” has also made progress in developing the self-confidence of students with disabilities and, as a consequence, their appreciation throughout the school community and family members. According to Francineide Barbosa, a course participant from São Paulo (SP), “Through the project it was possible to rescue the identity of these students by moving the focus away from the disability and enabling many parents to recognize the potential of their own children with disabilities.”

The students’ joy in participating in school activities and sharing time with friends is remarkable in virtually every testimonial that students gave to the project team. This joy is also translated into an increase in the interest of these students in school activities. Course participants from Natal (RN) and Cuiabá (MT) reinforced this progress in their testimonials.

“A better world is not the outside world. It’s where you coexist with people. I can convey this world better from my actions. In the project, we develop the capacity to coexist with other people.”

CARLOS EDUARDO, STUDENT FROM BELÉM (PA)



**Providing physical education classes for all is a highly important action for the greater disposition and higher quality of life for students.**

**Learning progress for young people and adults**

In the city of São Paulo, the Aluna Jéssica Nunes Herculano Integrated Center for Youth and Adult Education serves teenagers from the age of 15, young people and adults. Students in module 3, where classes take place with a rotation of subject areas, did not have physical education classes in the curriculum. Legislation dealing with physical education in youth and adult education states the exemption from this discipline or indicates that students participate in physical activities in extracurricular time. However, despite the lack of space for sports to take place in the Integrated Center for Youth and Education, the school's course participants' project aimed to include physical education classes in the students' curriculum.

"Although we know that for students in module 3 doing activities on the street is a barrier because they are not yet used to this space, and most of the students are young and feel more ashamed in exposing themselves, the school team recognizes that non-participation in physical education classes constitutes exclusion. Therefore, offering this discipline to all students is a priority" said students from the Integrated Center for Youth and Adult Education. For them, providing physical education classes for all is a highly important action for the greater disposition and higher quality of life for students. Course participant Jacqueline Cristina Martins, a physical education teacher, said: "Sports are not only for young, tall, strong people. They are also for the elderly, people with disabilities... they are for everyone."



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### Inside the Integrated Center for Youth and Adult Education

One of the first things that draws attention to Aluna Jéssica Nunes Herculano Integrated Center for Youth and Adult Education is its name. While most public schools honor politicians, teachers, doctors, military, artists, among others, this educational unit was named after a former student of the institution. Jessica was a young woman with Williams Syndrome who studied and graduated there. After her death in 2010, the student's mother, appreciating the importance that the school had Jéssica's life, sought the Municipal Education Secretariat and requested that the school receive the name of her daughter.

The story highlights the institution's differential in promoting inclusion. The period of daily classes is reduced, with a duration of 2h15 per shift. With this, it is possible to create six class shifts in the three periods of the day and to guarantee a smaller number of students per room. The goal is to serve teenagers, young people and working adults, taking into account the different possibilities of working hours, as well as giving women working at home, the elderly and retirees the opportunity to study during the day.

For different reasons, these people are not able to study during the evenings in schools that offer Youth and Adult Education in the conventional format, which is a 4-hour night shift. In the city of São Paulo, there are 15 Integrated Centers for Youth and Adult Education, and each has autonomy for its structural and curricular organization, based on São Paulo's Municipal Education Secretariat's legislation.

The classes of modules 1 and 2 are taught by pedagogues, which allows students to take classes with the same teacher throughout the school year. In modules 3 and 4, the organization is different, with disciplines established in the form of rotation by area: human sciences (geography and history), natural sciences, mathematics, and languages and codes (arts, Portuguese language, physical education and English language). This organization seeks to promote an interdisciplinary curriculum that ceases the fragmentation of knowledge and facilitates the organization of these young people and adults' studies. Thus, for example, the module 4 class begins the year with lessons in the area of languages and codes and remains focused in these areas for thirty days. At the end of this period, the class will attend lessons in a new area, and so on until the end of the semester.

In the second semester this rotation occurs again, totalizing two passages in each area of knowledge throughout the year. Several workshops are also offered to train students for the job market. The initiative is considered an example in the area of inclusive education, being cited as an innovative curricular proposal by the Cidade Escola Aprendiz (Apprentice School City) publication: Network Schools [bit.ly/escolas-em-rede](http://bit.ly/escolas-em-rede).

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To learn more about the complete and inspiring story of Butantã Integrated Center for Youth and Adult Education, access the 2016 *Compilation of practices*: [rm.org.br/portas-abertas](http://rm.org.br/portas-abertas)

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# Final considerations

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“No one educates anyone, no one educates themselves, men educate one another, mediated by the world.”

PAULO FREIRE

In the five years of the “Open doors” project, the conviction of Rodrigo Mendes Institute, the United Nations Children’s Fund (UNICEF) and the FC Barcelona Foundation that it is possible to deconstruct the conservative conception of education, still prevalent in many institutions in Brazil and in other countries, only increases. This rupture also occurs in physical education, a discipline historically marked by the valorization of physical performance, of competition, of an ideal of the body and, consequently, by the exclusion of those who do not fit into idealized models of being human.

The actions developed by the “Open doors” course participants signalize paths for physical education to be re-signified and conceived from a perspective that considers all. More than that: they signalize paths for the issue of inclusion to go beyond the courts and classrooms, being appropriated by the whole educational institution and community. In this sense, this project’s report brings contributions to face existing barriers, favoring the inclusion of people with disabilities in the common school.

As one of the results, one can point out the success in the use of physical activities to improve the coexistence of students with and without disabilities and to increase the participation of these children, young people and adults

in school life. In 2016, 85 projects focused on work with pedagogical strategies and in many of them, students became part of their construction and development, stimulating student protagonism.

New physical activities emerged and olympic and paralympic sports were re-signified. Other sports were adapted for the participation of all students and extrapolated the walls of the schools, involving several institutions and also the surrounding communities, allowing a reflection on the implementation of integral education in some participating networks.

The positive results of the “Open doors” course participants’ work in the daily school life show the importance of the issue of the educators’ continued training. In addition to the expanded knowledge, many course participants who occupy different roles within the network have become more attentive to the issues of people with disabilities both at school and in society in general. This allows such professionals to improve public educational policies and forms of relationship within the school units in search of a more active and democratic participation. It also enables everyone to contribute to the planning of the activities carried out in the classroom, fostering the construction of a truly inclusive society.



**The actions developed signalize paths for the issue of inclusion to go beyond the courts and classrooms, being appropriated by the whole educational institution and community.**





FORTALEZA

The project also secured progresses in the construction of more democratic administration models, greater interaction between school administrators and improvements in the Political-pedagogical projects (PPP) of the participating schools. The teachers felt more appreciated and motivated to start projects, and the administrators, in turn, were able to better understand the reality of their educators. However, the challenge of adapting PPPs is still present. Creating a collective process that mobilizes and listens to the whole school community is a complex action and with diverse expectations from each actor involved. Even so, the 2016 “Open doors” managed to address these issues to include the debate and to intensify the actions in favor of the inclusion of people with disabilities in the school.

The promotion of dialogues also ensured important progresses in

the use of public spaces outside the school units for work with inclusive education, such as streets, squares and parks, reaffirming the need for social occupation of these spaces and enabling an integrated education with family members and the whole surrounding community. It can be noted that external partnerships are fundamental for the potentialization of inclusive education actions proposed by the educational unit. Although this dimension is almost always the biggest challenge within the projects that the course participants perform in the “Open doors”, some initiatives demonstrate how the realization of partnerships can be potent and can collaborate in the development of pedagogical strategies that bring the student closer to the school.

Based on the analysis of the quantitative and qualitative impacts investigated during the “Open doors”, the local projects devel-

oped by the course participants, as this report has shown, reveal paths for education to be structured in an inclusive way, from an egalitarian perspective.

Finally, the importance of the methodology adopted in the training, a fundamental part of this project, according to which the groups should prepare a diagnosis and propose a plan of action, should be highlighted. This approach proved to be very efficient, transformative and determinant for the results presented: 43,528 people impacted, including 32,325 students.

We are certain that the legacy of this project contributes to the mission of the Rodrigo Mendes Institute, UNICEF and the FC Barcelona Foundation to collaborate in the construction of an inclusive society through a conception of education in which all enjoy the same opportunities equally.



PARA INCLUS

Three children in the foreground have purple and black face paint around their eyes and mouths, smiling broadly.

A child in the center wears a yellow monkey hat with large ears and has red face paint on their cheeks and forehead.

A woman on the right wears a green frog mask and has green face paint around her eyes, smiling with her arms raised.

# ACKNOWLEDGEMENTS

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**British Consulate in São Paulo**

**FC Barcelona Foundation**

**United Nations Children's Fund (UNICEF)**

**Ministry of Education**

**Ministry of Sport**

**Museu do Futebol**

**Latam Airlines**

**Todos pela Educação**

**União Brasileiro-Israelita do Bem-Estar Social (Unibes)**

The impacts presented by this report are fruit of the effort and commitment of the secretariats that collaborated with the project, of the facilitators and interlocutors of the course, of the specialists who dedicated themselves to the realization of the classes and of the students responsible for developing the local projects in each participating city.

“The *Open doors* project helps to ensure that every child with disabilities has guaranteed their rights to play, practice sports and be in school, learning.”

GARY STAHL,

UNICEF REPRESENTATIVE IN BRAZIL

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Execution



Support



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