



Impact report 2015

# Open Doors to Inclusion

INCLUSIVE PHYSICAL EDUCATION

**Impact report 2015**

# Open Doors to Inclusion

INCLUSIVE PHYSICAL EDUCATION

Execution



Support



Partner







Photo: Natal

---

## Data sheet

### Execution

Rodrigo Mendes Institute

### Support

FC Barcelona Foundation

### Partner

United Nations Children's Fund (UNICEF)

### Rodrigo Mendes Institute

#### CEO

Rodrigo Hübner Mendes

#### DIVERSA Coordination

Paola Gentile

#### Training Program Coordination

Luiz Henrique de Paula Conceição

#### Institutional Development Coordination

Maria de Fátima Almeida e Albuquerque

#### Administrative and Financial Coordination

Jóice de Avila Gitahy

#### Communication Coordination

Aline Cristina Pereira dos Santos

### Impact report

#### Text

Caio Dib<sup>1</sup>

Luiz Henrique de Paula Conceição

Rodrigo Hübner Mendes

#### Editors

Laila Micas

Rúbia Piancastelli

#### Revision

Raciolina Moreira

#### Graphic design and layout

Tácio Bueno Gimenes

#### Photos

Pat Albuquerque

<sup>1</sup> Creator of project Caindo no Brasil ([www.caindonobrasil.org.br](http://www.caindonobrasil.org.br))





Photo: Brasília

---

## Summary

<b>Introduction</b> .....	<b>8</b>
About the project .....	10
Proposal of the report .....	12
Course data .....	12
<i>Impacts by city</i> .....	16
Methodology for local projects .....	24
Theoretical aspects .....	26
<b>Analysis by dimension of inclusive education</b> ....	<b>30</b>
Presentation of dimensions .....	32
Public policies .....	36
School management .....	42
Pedagogical strategies .....	46
Families .....	50
Partnerships .....	56
Learning .....	59
<b>Conclusion</b> .....	<b>65</b>
Acknowledgements .....	69



Introduction



## About the project

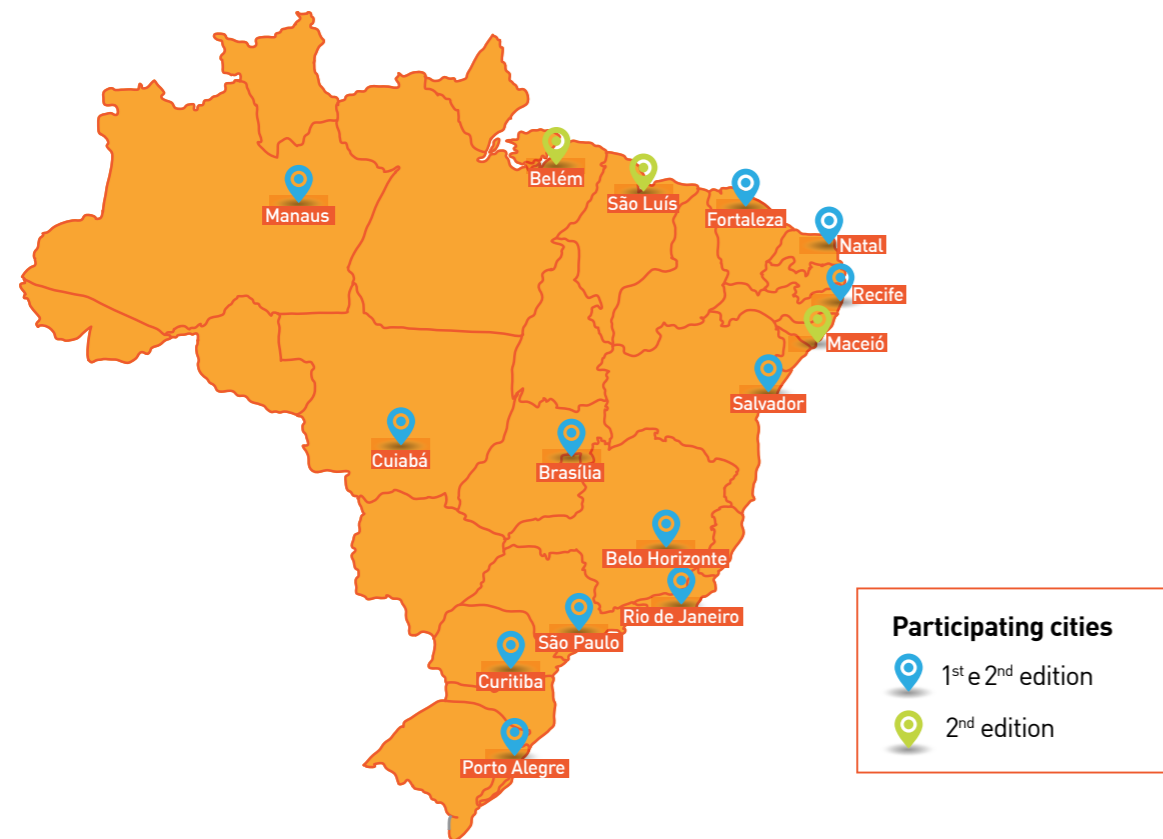
The project “Open Doors to Inclusion - inclusive physical education” arose from a partnership established between the United Nations Children’s Fund (UNICEF), the FC Barcelona Foundation and the Rodrigo Mendes Institute. The initiative was created in 2012 with the intention of forming educators from diverse regions of Brazil to further inclusive education of girls and boys with disabilities through safe and inclusive sports practices. In this sense, the project addresses the ideal of ensuring “full and equal enjoyment of all human rights and freedoms.”<sup>2</sup>

The context of the holding of mega sports events in the country - the 2014 FIFA World Cup and the Rio 2016 Olympic and Paralympic Games - served as inspiration for this project, to the extent that its creators believe that sports can be a complementary tool for education, with the potential to increase

students’ interest in school and improve their performance. Thus, the project aimed to:

**Support Brazilian public schools in order to guarantee access, retention, learning and completion of education of children and adolescents with disabilities, pervasive development disorders (PDD) and high abilities / giftedness in primary and infant education through the practice of safe and inclusive sports.**

In its first edition the project included conducting a case study on inclusive educational experiences in Brazil and a training course on the subject. 324 educators participated in this course, amongst school administrators and technicians of the education departments of cities that hosted the games of the 2014 FIFA World Cup, such as: Belo Horizonte, Brasília, Cuiabá,



Curitiba, Fortaleza, Manaus, Natal, Porto Alegre, Recife, Rio de Janeiro, Salvador and São Paulo.

Throughout the training process each participant was asked to conduct a diagnosis of the reality of their school and, based on this picture, plan and implement educational activities that explore physical education as a language that can favor inclusion in regular schools. The debate went far beyond high performance sport and stimulated discussion

on the redefinition of sporting genres. The potential impact of the project, through actions carried out by these professionals, was 22,524 students from the public school network.

In 2015 the “Open Doors” project began its second edition, now including the participation of three new municipalities, part of the UNICEF Urban Centers Platform<sup>3</sup> (Belém, Maceió and São Luís), totaling 15 cities. □

### The activities of this 2<sup>nd</sup> edition were structured in three macro-stages:

#### Stage 1

**Structuring and mobilization:** based on the experience gained during the first edition of the course, the curriculum and the body of experts who guided the execution of the formative course were defined. At this stage, a physical meeting was held with representatives of education departments from each of the participating municipalities. These professionals, called partners and facilitators, received general guidance on the “Open Doors” project and on the role of such professionals during the stages to follow.

#### Stage 2

**Training and monitoring:** during this stage, there was a continuous training course on inclusive physical education, involving educators, local school administrators and technicians from the education departments of the 15 state

capitals previously mentioned. The initiative offered content and tools that supported the elaboration and implementation of local projects in the impacted schools developed by the participants of the course themselves. Parallel to the course the team from the Rodrigo Mendes Institute supplied monitoring of the referred projects and provided technical support to course participants.

#### Stage 3

**Local meetings:** After completion of the continued training and the implementation of local projects meetings were held in all participating cities, during which the course participants presented the results obtained from the said projects. This stage aimed to promote the exchange of experiences and create knowledge-building networks regarding inclusive physical education.

<sup>2</sup> International Convention on the Rights of Persons with Disabilities, ONU 2006, article 1<sup>st</sup>.

<sup>3</sup> The Platform for Urban Centers is a UNICEF contribution in the search for an inclusive development model for large cities that reduces inequalities, which affect the lives of children and adolescents, ensuring greater and better access to quality education, health, protection and opportunities for participation.



## Objectives of the report

This report forms part of the set of publications developed with the intention of sharing the knowledge generated by the “Open Doors” project and, consequently, increase its impact. Below is a brief description of each material.

### 1. Impact report

Textual document whose objective is to influence public agency administrators and organizations committed to the issue of inclusion for the creation of inclusive policies in the field of education, physical education and sport. The report presents quantitative and qualitative data illustrating the impact observed throughout the implementation of the “Open Doors” project. For this, analyses were carried out on the experiences developed with the 15 participating cities, based on the principles and dimensions<sup>4</sup> that underpin the subject of inclusive education.

### 2. Collection of inclusive practices - physical education for all

Textual document aimed at professionals working in the fields of physical education, special education and other areas related to educational inclusion, the objective of which is to inspire them to instigate teaching strategies that favor the nurture of students with disabilities in public schools. The collection presents practices developed by

the participants of the “Open Doors” course, resulting from local projects designed and implemented by them.

### 3. Videos inclusive practices - physical education for all

A series of videos that aims to complement the collection of inclusive practices, having the same purpose and target audience as the referred document. The videos include accessibility features (sign language windows, audio description and subtitles in Portuguese, English and Spanish).

All materials are available on the websites <http://rm.org.br/portas-abertas> (in PDF and HTML formats) and <http://www.unicef.org.br>.

We hope that the disclosure of the above materials can contribute to the advancement of educational inclusion throughout the educational system in Brazil and other countries. □

## Course data

The training course on inclusive physical education, developed between March and September 2015, included 4585 professionals from 15 Brazilian state capitals. The composition of the groups was deliberately heterogeneous, involving educators, school administrators, education department technicians and other professionals, as per the illustrative graph next page.

**122**  
local projects

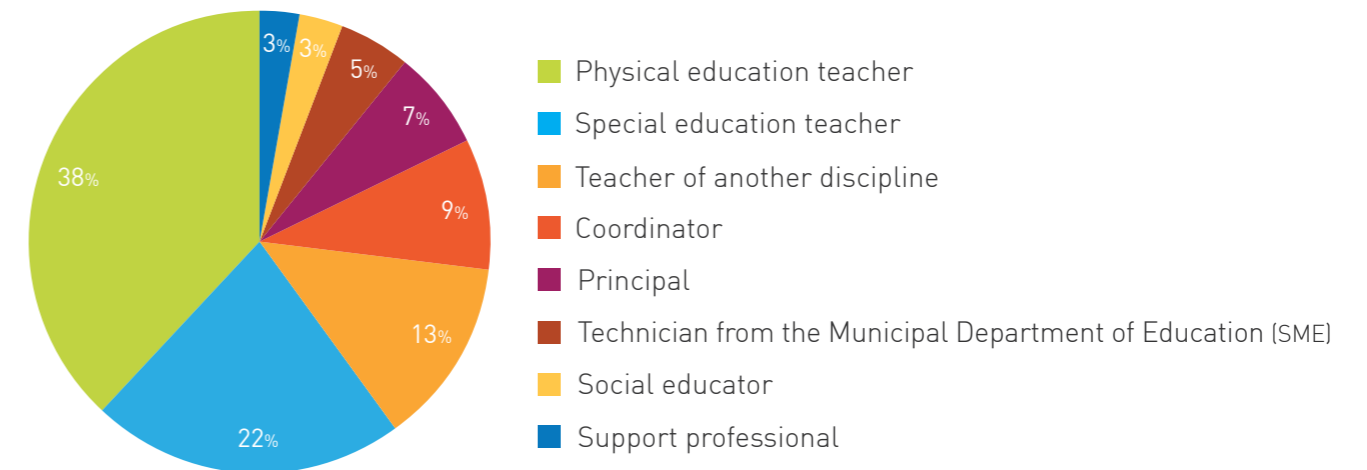
**458**  
professional participants<sup>5</sup>

**51.052**  
directly impacted,  
among which, 37,105  
children and adolescents

<sup>4</sup> The five dimensions of inclusive education will be detailed on page 32.

<sup>5</sup> Of the 458 participants, 369 developed local projects in accordance with course methodology.

## Profile of course participants



**Chart Notes:** Social educator is a professional who works with children and adolescents in vulnerable social situations in projects in the city of Porto Alegre. The Support Professional category covers the functions of educational support and administrative support declared by course participants. The School Administrator category includes principals of educational institutions from the 14 municipal departments of education and coordinators of the Porto Alegre project.

The course program was composed of 16 lessons, broadcast live on the internet and based on a part on-site teaching model<sup>6</sup>. The classes were organized by the Rodrigo Mendes Institute team, leading experts (from both academia and public organizations), as well as active civil society representatives. In order to enrich the content and contribute to the assimilation of the lectures, a number of complementary activities were carried out. The most important of these was the development of local projects, planned and

implemented by the course participants themselves using methodology<sup>7</sup> developed by the Rodrigo Mendes Institute.

The direct impact<sup>8</sup> of “Open Doors”, resulting from 122 local projects, was on 51,052 people. Among this number, 72.7% were students from public schools. It is important to highlight the significant representation of family members in this context of direct impacts, represented by 16.9% of the total involved.

<sup>6</sup> Each city organized groups of up to 30 participants (professionals from educational networks), which met once a week to attend classes. The groups were also called poles. The classes were broadcast live on the internet in order to allow each group to interact with the Rodrigo Mendes Institute team, responsible for conducting the course.

<sup>7</sup> This methodology is detailed on page 24.

<sup>8</sup> We consider “direct impact” as all the people directly involved in local projects implemented by the course participants in their cities. This measurement was made by the course participants themselves through the Virtual Learning Environment. It is worth mentioning that of the 122 projects developed in 2015, seven are not represented in the impacts presented, because its representatives did not inform quantitative data relative to the impacts.

When performing a comparison of said direct impact with the data from the respective municipal education networks<sup>9</sup>, we consider relevant the fact that the projects reached 13.4% of the special education teachers; 5.5% of school principals and 4.3% of physical education teachers.

“Open Doors” indirectly impacted 10 199 public schools. There are 110,455 students enrolled in and 12,191 professionals working

in these educational institutions, with whom course participants possibly interact.

It is important to state that all of the qualitative data and testimonies considered in this report do not intend to make comparisons between the projects developed in each of the participating cities, but rather to assess the impact of the initiative locally and, with this, systematize learnings to ensure further advancement of inclusive education in the country. □

People	Quantity	% of total
Target special education students	1.481	2,9%
Other students	35.624	69,8%
Physical education teacher	473	0,9%
Special education teacher	334	0,7%
Teacher of another discipline	1.755	3,4%
Principal	348	0,7%
Coordinator	941	1,8%
Non-teaching professional	852	1,7%
Family members	8.649	16,9%
Other	595	1,2%
<b>Total</b>	<b>51.052</b>	<b>100%</b>

<sup>9</sup> Due to the complexity of obtaining the municipal network data, as there is currently no organ that consolidates information on students and teachers, various sources were considered. The rate of student enrollment and target special education students were taken from the 2014 School Census. Teacher numbers were obtained from the municipal education departments, with the exception of Cuiabá, Natal, Rio de Janeiro and São Luis, who did not report or reported inconsistent data. For these cities, the count was drawn up by Education for All (TPE) based on microdata from the 2014 School Census (Source: MEC / INEP / DEED).

<sup>10</sup> We consider “indirect impact” as other schools where course participants work and all the people in those institutions with which the course participants possibly interact.

<sup>11</sup> Data reported by the municipal departments of education, with the exception of Porto Alegre, where the project was developed in partnership with the Municipal Sports Office. Consequently, data on Porto Alegre is not included in this report item.



Photo: Belém

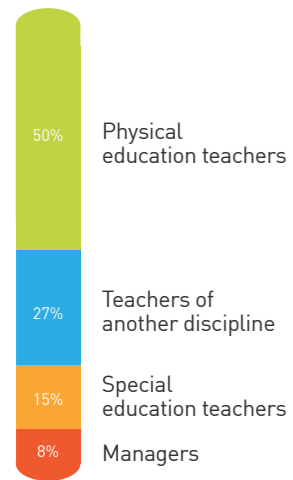


## Belém

The Pará state capital had 11 groups that focused their projects on teaching strategies. “Open doors” had expressive representation in relation to the network, directly affecting 22% of special education teachers, 20.4% of physical education teachers and 15.4% of the target group of special education students.



### Profile of participants



### People impacted by the projects

Target special education students	158
Other students	2.858
Physical education teachers	21
Special education teachers	24
Teachers of another discipline	166
Principals	12
Coordinators	35
Non-teaching professionals	59
Family members	174
Others	98
<b>Total</b>	<b>3.605</b>



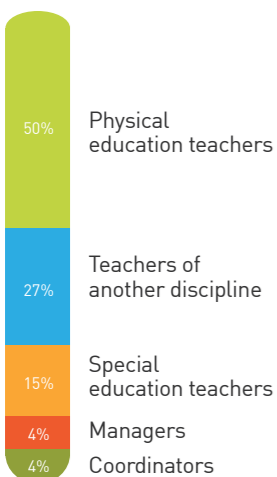
“[The project] made me act in a more planned and responsible manner, helping me to not only boost my interventions in the Secretariat, but also to put me in a position to awaken creativity that was half asleep, questioning my practices and launching me in search of other work possibilities for achieving the desired goal.”  
- Special education teacher

## Belo Horizonte

With 5 groups trained, the highlight of the Minas state capital in “Open doors” is the impact on special education teachers, managing to benefit 8.5% of the school system.



### Profile of participants



### People impacted by the projects

Target special education students	25
Other students	428
Physical education teachers	5
Special education teachers	6
Teachers of another discipline	22
Principals	7
Coordinators	8
Non-teaching professionals	33
Family members	6
Others	2
<b>Total</b>	<b>542</b>



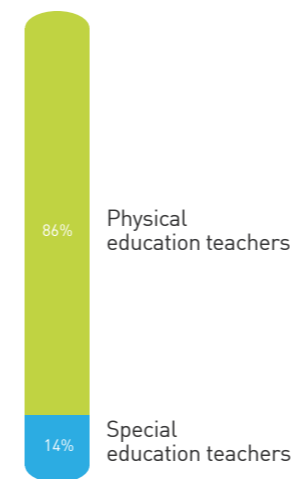
“The course has made all the difference to my work. Since starting studies on inclusion I haven’t stopped. My classes have improved, the way I talk has changed, my outlook regarding the school has changed.”  
- Physical education teacher

## Brasília

In 2015 the Federal District was impacted by lack of funds and public service strikes. Overcoming these challenges, “Open doors” trained four groups<sup>12</sup> and saw projects on teaching strategies happen, the involvement of families and the creation of partnerships, affecting more than 1,000 students from the system.



### Profile of participants



### People impacted by the projects

Target special education students	53
Other students	1.100
Physical education teachers	8
Special education teachers	20
Teachers of another discipline	48
Principals	3
Coordinators	7
Non-teaching professionals	7
Family members	57
Others	0
<b>Total</b>	<b>1.303</b>



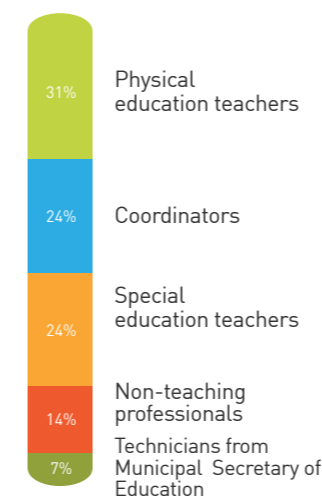
“I learned about the concept of inclusion, and it made all the difference, now I try to exploit the student to the fullest and see his capabilities.”  
- Physical education teacher

## Cuiabá

“Open Doors” trained nine groups of teachers in eight schools and the Municipal Department of Education. Managed to benefit more than 2,200 students, with 10.6% being the target special education network, as well as 15.2% of special education teachers and 12.2% of physical education. As for the people directly impacted, family members totaled 15.2%.



### Profile of participants



### People impacted by the projects

Target special education students	87
Other students	2.192
Physical education teachers	21
Special education teachers	12
Teachers of another discipline	98
Principals	8
Coordinators	27
Non-teaching professionals	107
Family members	460
Others	17
<b>Total</b>	<b>3.029</b>



“[The project] came to consolidate and transform my teaching practices, believing in the student’s potential, particularly in physical education activities”  
- Special education teacher

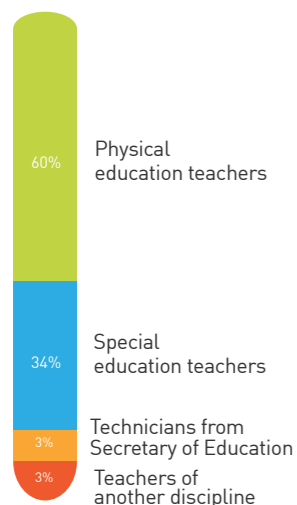
<sup>12</sup> Of the four projects developed in Brasilia, one does not have its quantitative data represented in the impacts, because they were not informed by the course participants in the Virtual Learning Environment.

## Curitiba

Almost all EEA teachers from the Curitiba network and more than half of principals from the city benefited from "Open doors". Moreover, in relation to the total number of people directly impacted by the seven projects carried out in 2015, the teaching coordinators represent 18.2% of the more than 4,000 people.



### Profile of participants



### People impacted by the projects

Target special education students	63
Other students	2.365
Physical education teachers	26
Special education teachers	26
Teachers of another discipline	250
Principals	197
Coordinators	740
Non-teaching professionals	52
Family members	124
Others	219
<b>Total</b>	<b>4.062</b>



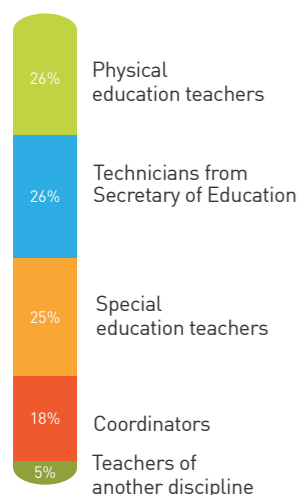
"The school's political-pedagogical project is undergoing a makeover long awaited by us, teachers of Special Education. It is an opportunity to insert the principles of Inclusive Education and the specifics of the Special Education Service." - Special education teacher

## Fortaleza

This was one of the cities of the project with highly engaged course participants, impacted 99.2% of special education teachers in the network and benefited nearly 2,000 families with 12 projects implemented.



### Profile of participants



### People impacted by the projects

Target special education students	179
Other students	5.735
Physical education teachers	171
Special education teachers	124
Teachers of another discipline	236
Principals	14
Coordinators	28
Non-teaching professionals	97
Family members	1.919
Others	58
<b>Total</b>	<b>8.561</b>



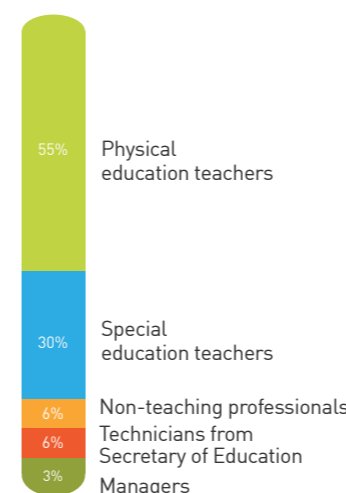
"I came to understand the issue of disability in a broader context. I understand that there is still much to be done at the local level so that people with disabilities have their rights guaranteed." - Physical education teacher

## Maceió

The city had 88.9% of special education teachers of the municipal education system impacted by "Open doors" for inclusion and saw seven projects for inclusive teaching strategies implemented and a greater involvement of family members.



### Profile of participants



### People impacted by the projects

Target special education students	71
Other students	1.321
Physical education teachers	13
Special education teachers	64
Teachers of another discipline	74
Principals	11
Coordinators	13
Non-teaching professionals	57
Family members	38
Others	10
<b>Total</b>	<b>1.672</b>



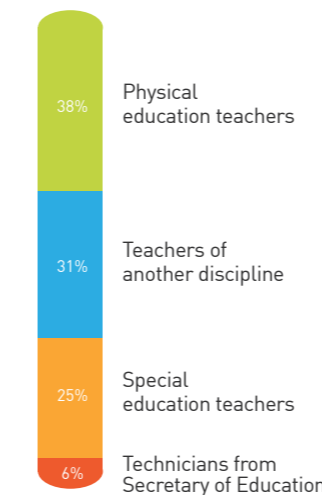
"The experience allowed me to broaden my perspective on different situations, and appreciate that you can always change the resource, the rules, the strategies to facilitate the process of teaching-learning in order to contribute to inclusion in general." - Physical education teacher

## Manaus

In relation to the total number of people directly impacted by the 10 projects carried out, 21.2% were family members who benefited from actions which proposed teaching strategies for inclusion. Nearly 2,400 students from the municipal network were also impacted.



### Profile of participants



### People impacted by the projects

Target special education students	134
Other students	2.244
Physical education teachers	13
Special education teachers	7
Teachers of another discipline	78
Principals	11
Coordinators	14
Non-teaching professionals	60
Family members	730
Others	152
<b>Total</b>	<b>3.443</b>



"It awoke a desire in me to deepen my knowledge of the area in order to be better prepared to serve students well." - Secretariat technician

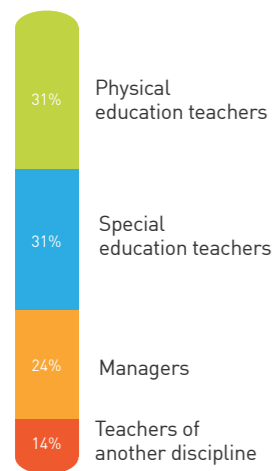


## Natal

With nine projects<sup>13</sup> the city stood out for 13.1% of special education teachers and 9% of principals impacted in relation to the municipal network. In addition, the city also involved 6.2% of public schools with “Open doors”.



### Profile of participants



### People impacted by the projects

Target special education students	72
Other students	1.269
Physical education teachers	8
Special education teachers	8
Teachers of another discipline	96
Principals	13
Coordinators	11
Non-teaching professionals	31
Family members	124
Others	0
<b>Total</b>	<b>1.632</b>



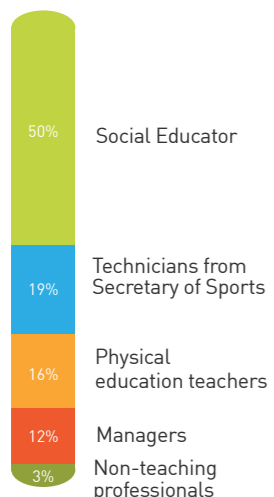
“‘Open Doors’ changes the way we look at these students with disabilities. I started to focus more on their potential instead of their difficulties.” - Physical education teacher

## Porto Alegre

In this capital city, “Open Doors” has partnered with the Department of Sports, enabling the execution of projects using public equipment spread throughout the city and involving more than 500 students and nearly 100 physical education teachers in carrying out eight projects<sup>14</sup> prepared by course participants.



### Profile of participants



### People impacted by the projects

Target special education students	25
Other students	520
Physical education teachers	96
Special education teachers	0
Teachers of another discipline	8
Principals	9
Coordinators	6
Non-teaching professionals	14
Family members	12
Others	3
<b>Total</b>	<b>693</b>



“In a way everything has changed [after participation in the project] because, before applying new exercises and new activities, I create a diagnosis of the class who will use them and, anticipating possible difficulties, I re-create rules and options to include everyone.” - Social educator

<sup>13</sup> Of the nine projects developed by course participants in Natal, one does not have its quantitative data represented in the impacts, because they were not informed by the course participants in the Virtual Learning Environment.

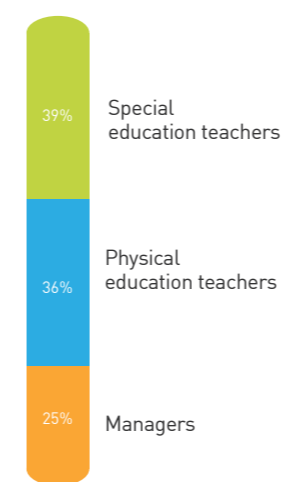
<sup>14</sup> Of the eight projects developed by the course participants in Porto Alegre, three do not have their figures represented in impacts, because they were not informed by the course participants within the Virtual Learning Environment.

## Recife

More than a fifth of special education teachers from the Recife education system was impacted by “Open doors” and nearly 500 families have benefited directly from the seven projects<sup>15</sup> carried out by course participants.



### Profile of participants



### People impacted by the projects

Target special education students	145
Other students	2.246
Physical education teachers	11
Special education teachers	9
Teachers of another discipline	43
Principals	10
Coordinators	5
Non-teaching professionals	50
Family members	450
Others	3
<b>Total</b>	<b>2.972</b>



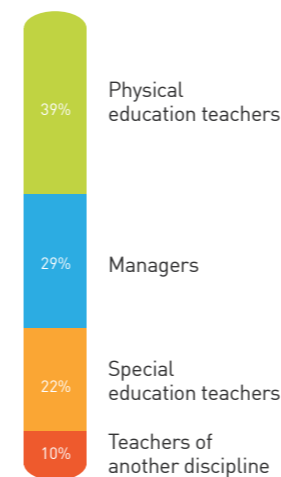
“Before, I barely had contact with physical education teachers. Now I participate in some classes, even of teachers who did not participate in ‘Open Doors.’” - Special education teacher

## Rio de Janeiro

With more than 5,200 students and nearly 1,000 family members impacted, “Open doors” carried out 11 projects in municipal schools, mainly focused on teaching strategies and approximation of the families. In addition to teachers, professional non-teaching staff were involved and began to act in favor of inclusive education.



### Profile of participants



### People impacted by the projects

Target special education students	194
Other students	5.148
Physical education teachers	29
Special education teachers	10
Teachers of another discipline	241
Principals	21
Coordinators	11
Non-teaching professionals	127
Family members	955
Others	0
<b>Total</b>	<b>6.736</b>



“The non-teaching professionals are perceiving inclusion from a different viewpoint. The changes took place and are taking place on a daily basis, with the involvement of teachers.” - Special education teacher

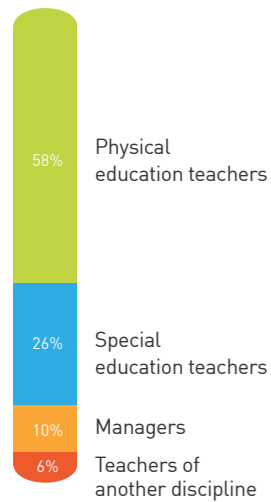
<sup>15</sup> Of the seven projects developed by the course participants in Recife, one does not have its quantitative data represented in impacts, because they were not informed by the course participants within the Virtual Learning Environment.

## São Luís

The highlight of São Luís was the impact on 12% of physical education teachers in the municipal system. Also impressive was the number of family members who benefited, totaling more than 1,000 people, which represents 36.6% of all profiles involved in the four participating schools.



### Profile of participants



### People impacted by the projects

Target special education students	70
Other students	1.746
Physical education teachers	13
Special education teachers	6
Teachers of another discipline	113
Principals	5
Coordinators	12
Non-teaching professionals	13
Family members	1.143
Others	0
<b>Total</b>	<b>3.121</b>



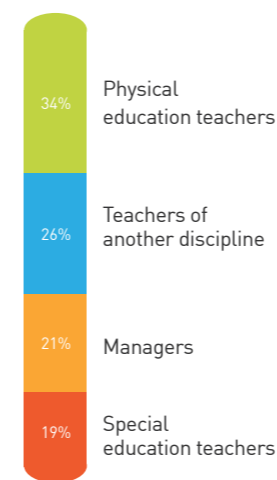
“This course opened up a range of possibilities and knowledge in the area of inclusion, causing all the plans made by me for students in an inclusion condition to be thought about in a more meaningful manner.”  
- Teaching coordinator

## Salvador

“Open Doors” in Salvador impacted 15.1% of the entire network of special education teachers and over 1,600 students with the final course participants’ projects, which addressed issues relating to teaching strategies and the creation of partnerships with different agents within the schooling community.



### Profile of participants



### People impacted by the projects

Target special education students	66
Other students	1.654
Physical education teachers	9
Special education teachers	8
Teachers of another discipline	51
Principals	15
Coordinators	10
Non-teaching professionals	49
Family members	178
Others	3
<b>Total</b>	<b>2.043</b>



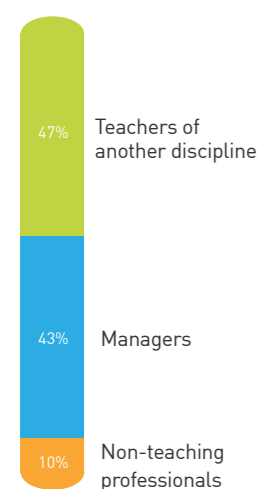
“It broadened my knowledge regarding the possibilities and partnerships with physical education professionals to contribute to the process of inclusion. Initially I had no idea how much this professional could contribute.” - Physical education teacher

## São Paulo

In São Paulo, “Open doors” took place in seven schools that are part of the Unified Educational Centers (CEUs). The implementation of the projects developed by the course participants involved more than 2,200 family members, representing 28.9% of all the people impacted by the project.



### Profile of participants



### People impacted by the projects

Target special education students	139
Other students	5.058
Physical education teachers	29
Special education teachers	10
Teachers of another discipline	231
Principals	12
Coordinators	14
Non-teaching professionals	96
Family members	2.279
Others	30
<b>Total</b>	<b>7.898</b>



“I believe I became more sensitive to disability issues in all spheres: public policies, architectural barriers, school management, teaching strategies, family participation and agreements through partnerships seeking to minimize or eliminate identified barriers.” - Teacher (other discipline)



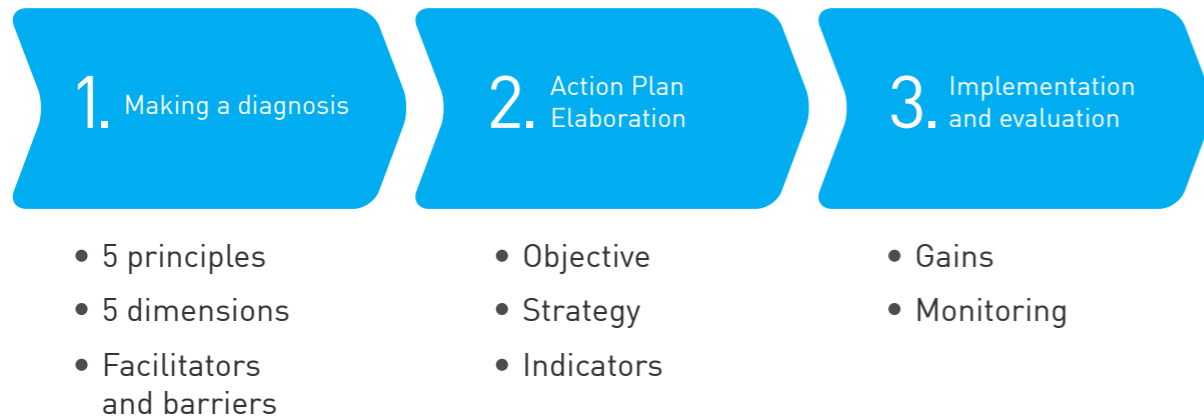
Photo: Salvador



# Methodology for local projects

The training course offered by “Doors open to inclusion” adopts methodology created to promote and support interventions within the school environment. In this sense, each participant was asked to develop a local project aimed at improving the care of students

with disabilities through activities related to inclusive physical education. The steps for the realization of these projects were: 1) making a diagnosis; 2) preparation of an action plan and 3) implementation and evaluation. The figure below illustrates these steps.

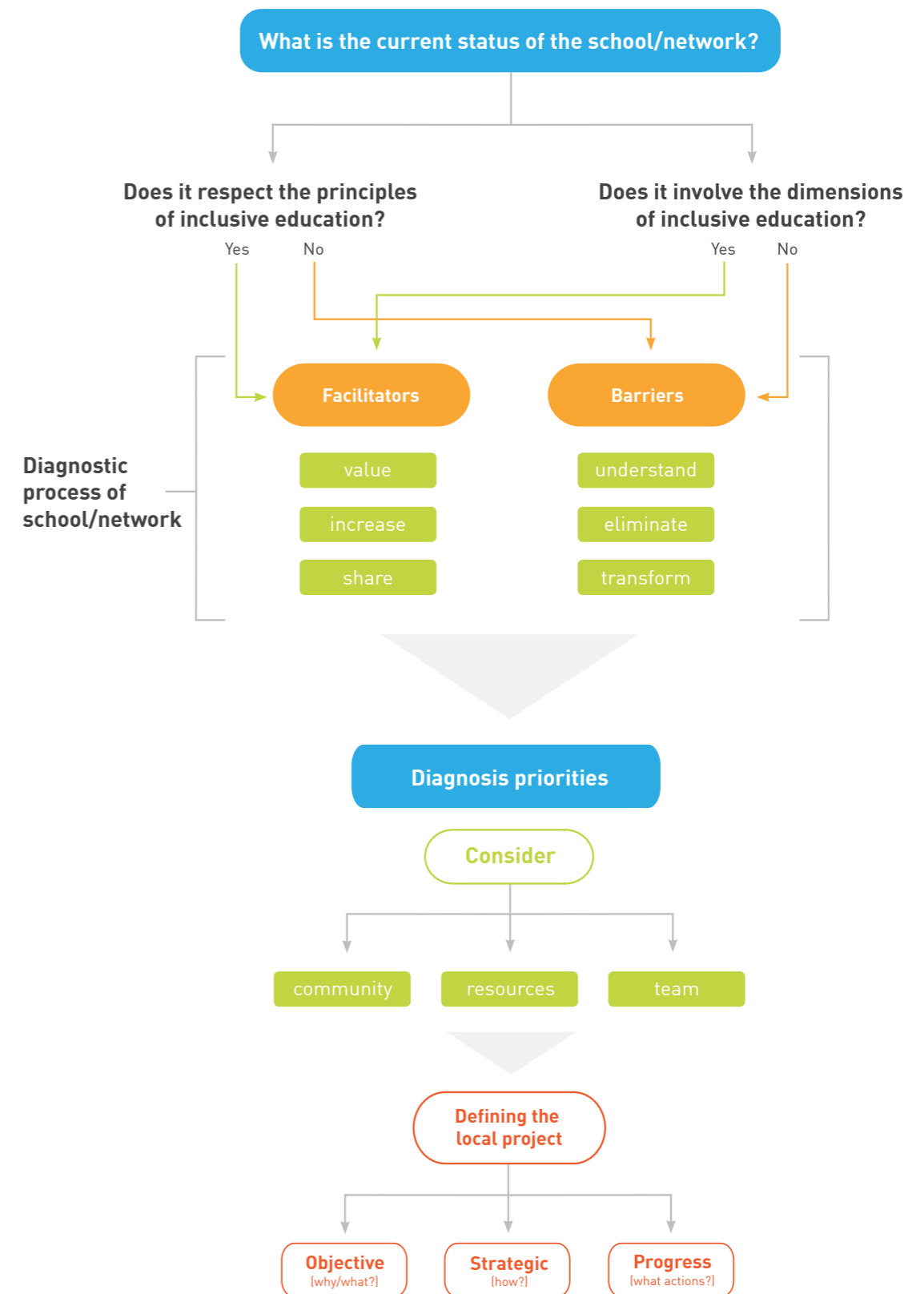


Aiming to provide course participants with a detailed overview of the work process related to the development of local projects, the technical team from the Rodrigo Mendes Institute developed a concept map, translated by the flow chart below.

The process began with the understanding of the current situation of the school or school system in which the course participant worked, starting with the principles and dimensions<sup>16</sup> of inclusive education. If the context did not respect the principles or did not sufficiently consider each one of the dimensions, the authors of the local project should identify what were the barriers that hampered the inclusion process. Otherwise (if the situation respected the principles and

considered the dimensions), the authors might consider the existence of facilitators.

The set of discovered barriers and facilitators made up the diagnosis of the current situation. Within all of the points raised, one (preferably a barrier) should be chosen as priority, considering the needs of the community and the team and available resources. This priority would guide the drafting of the action plan, consisting of an objective (desired result) and strategies (how this result would be obtained). After definition of the action plan, the groups should start their implementation and record progress obtained from the strategies defined for evaluation on the course’s virtual platform<sup>17</sup>. □



<sup>16</sup> The five dimensions of inclusive education will be detailed on page 32.

<sup>17</sup> Some of the training course activities were carried out by using a Virtual Learning Environment (VLE) developed by the Rodrigo Mendes Institute.

## Theoretical aspects

In addition to the methodology established to promote and support interventions in the school environment, explained in the previous pages, the Rodrigo Mendes Institute, an organization that has worked to promote inclusive education since 1994, has been developing a theoretical and technical model to guide their actions. This model involves principles and dimensions<sup>18</sup> that substantiate inclusive education. Its contents were drawn up from the analysis of documents considered to be international references in the guaranteeing of rights of people with

disabilities, such as the Salamanca Statement<sup>19</sup>, the Convention on the Rights of Persons with Disabilities<sup>20</sup>, the Incheon Declaration<sup>21</sup>, and the International Charter of Physical Education, Physical Activity and Sport<sup>22</sup>. These principles and dimensions serve as a guide for the development of inclusive educational experiences and were used as the conceptual basis for the didactic design of the training course.

Below we will briefly present these bases, starting with the principles.

### Principles of inclusive education

**Everyone has the right of access to quality education** in regular schools and to supplementary special education services, according to their specific needs.

**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.

When developing case studies<sup>23</sup> on regular schools publicly recognized for their quality treatment of students with disabilities in ordinary classrooms, the Rodrigo Mendes Institute realized that at least five dimensions are essential for inclusive education projects to be consistent and long lasting. They are: public policy, school management, teaching strategies, families and partnerships.

These principles and dimensions and their intersections served to articulate the content of the course. As demonstrated above, they were also guiding principles

of the diagnostics developed by course participants in order to categorize the barriers and facilitators for design of their plan of action.

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."<sup>24</sup> 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, >>



Photo: Belo Horizonte

<sup>18</sup> The five dimensions of inclusive education will be detailed in page 32.

<sup>19</sup> United Nations Educational, Scientific and Cultural Organization (UNESCO), 1994.

<sup>20</sup> United Nations Organization (UN), 2006.

<sup>21</sup> United Nations Organization (UN), 2015.

<sup>22</sup> United Nations Educational, Scientific and Cultural Organization (UNESCO), 2015. This document is the current version of the 1978 publication, with the aim of introducing universal principles of equality, amongst which the inclusion of people with disabilities.

<sup>23</sup> The collection of these case studies on successful experiences of inclusive education is available at [www.diversa.org.br](http://www.diversa.org.br).

<sup>24</sup> Convention on the Rights of Persons with Disabilities, United Nations, 2006.



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.

According to Sasaki<sup>25</sup>, for inclusion to happen it is essential “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 ‘restrictions to participation’ (difficulties or impairments caused by human and physical environments against people with disabilities).”

For this report to be fully understood there is a further consideration to be taken into account: the definition of the inclusive paradigm. According to this paradigm, disability is the result not only of the physical, intellectual and sensory conditions of a person but of the interaction of such peculiarities with the barriers found in society. For us to promote equal opportunities, it is essential therefore that everyone gets involved in the process of identifying and eliminating such barriers.

Inclusion differs from integration, a paradigm that also aims to promote the participation of disabled people in society, limited, however, to focusing on the individual. According to this paradigm, it is enough for society to be available for social interaction, leaving it up to the individual to adapt to existing standards by way of using aids, assistive technologies, medical interventions and other methods. Regarding education, integration can be illustrated as follows: the teacher does not

change his way of giving class nor does school management seek knowledge to receive the students. It is expected that the student adapt to the environment, such as it presents itself. Thus, a wheelchair-bound student, for example, will have to be carried up and down the stairs of the building; a blind student will have to ask colleagues for help, or have a helper describe the images used by the teacher; an intellectually disabled student will be constantly asked to repeat the year for not learning the given content. In this model, education will be more frequently offered in schools and / or special classes where students with disabilities study with their “equals”, that is, diversity is diminished and uniformity is sought.

To become inclusive a school must change itself, instead of waiting for the student to adapt. In this case, it changes the environment so that everyone can move autonomously. The teaching staff varies teaching resources so that everyone can participate. In the case of a blind student, for example, the educator provides the given content in braille (or digital format) and plans his classes in order to describe the images that he uses. Evaluations are individual and seek to understand the learning process of each student. Thus, the school is co-responsible for the success or failure of their students. This model rethinks the knowledge accumulated by special education in order to help reduce the existing barriers. For these reasons the organizers of the “Open Doors” project defend the paradigm of inclusion by perceiving it as a necessary perspective to promote equal rights for people with disabilities. □



Photo: Curitiba

<sup>25</sup> SASSAKI, Romeu Kazumi. What do you call people who have disabilities? Diversa. May 24, 2013. Available at: <http://diversa.org.br/artigos/artigos.php?id=3432>



Analysis by  
dimension of  
inclusive  
education



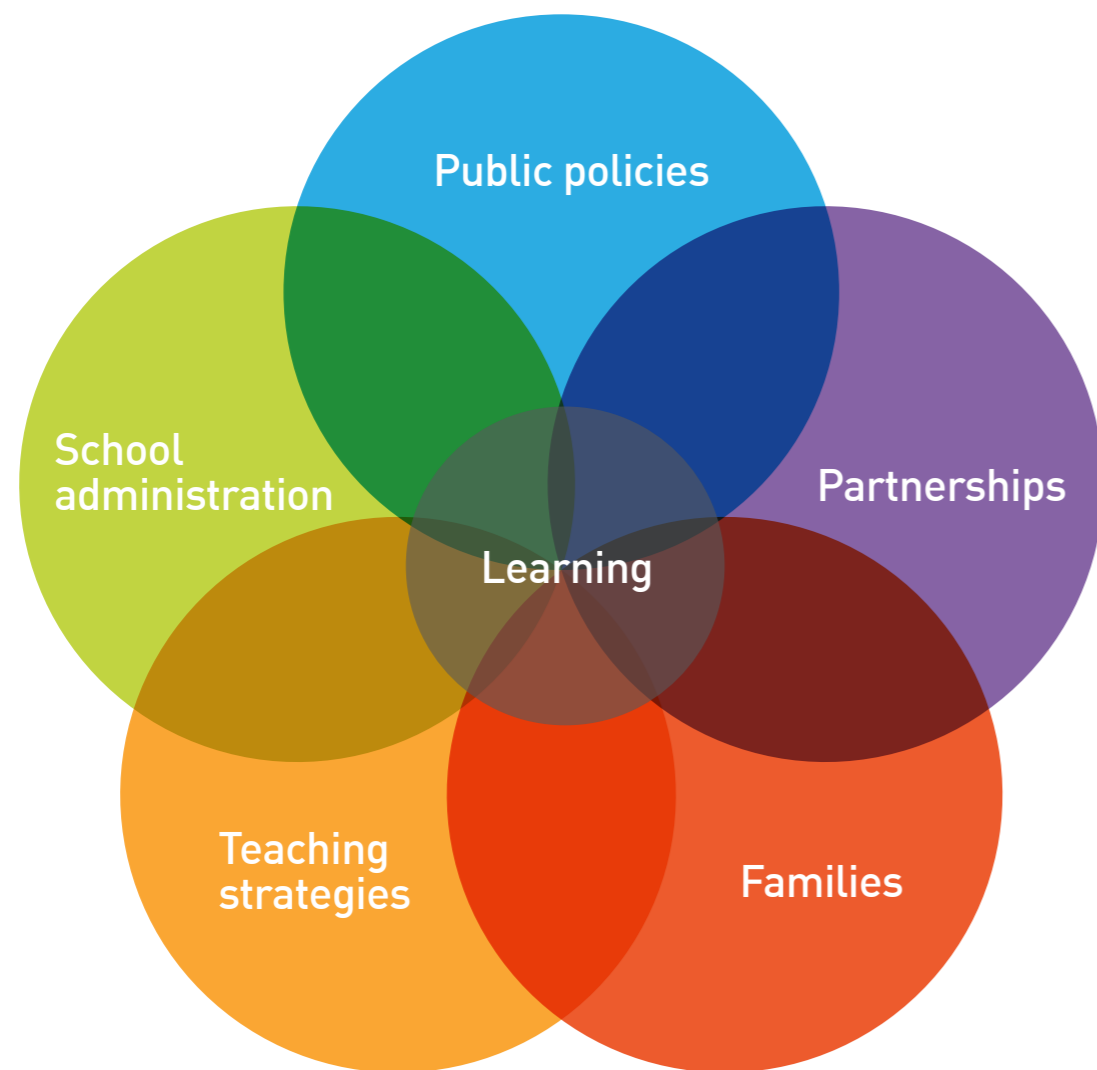


# Presentation of the dimensions

As mentioned in the chapter “Theoretical aspects”, the activities of research and production of knowledge developed by the Rodrigo Mendes Institute are guided by a conceptual model composed of five dimensions.

This tool interacts with the inherent complexity of inclusive education and seeks to cover the different social spheres necessarily involved in this issue. The figure below illustrates the dimensions and their interdependence.

## Dimensions



**Public policies:** refers to all aspects of creation and management of public policies relating to inclusive education in a particular country or territory. It covers the legislative, executive and judicial bodies, that is, the set of laws, policies and judicial decisions that seek to assert the right to inclusive education.

For National Policy, the school administration is responsible for organizing spaces and resources for inclusion (including special education), in addition to favoring a culture of promoting learning and the uniqueness and appreciation of differences.

According to the National Special Education Policy Perspective on Inclusive Education in Brazil<sup>26</sup>, 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 special education 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 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.

**Teaching strategies:** refers to the different stages of planning and development of practices geared towards teaching and learning. Covers the activities of regular education, the actions aimed at special education, and the evaluation process of all students.

The Index for Inclusion<sup>27</sup> 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.

To facilitate the inclusive process of teaching and learning, the Index for Inclusion suggests the following strategies:

**School administration:** refers to the various stages of planning and development of administrative activities of an educational institution. It covers the construction of political-pedagogical projects (PPPs), the elaboration of action plans, the management of internal processes of the institution and its relations with the community.

- The adoption of critical teaching that encourages reflection and is dialogic and responsive;
- Learning based on experience;
- The fostering of the subject of health within the curriculum and as an interdisciplinary strategy;
- Education that aims at citizenship, sustainability and combats violence;
- Learning without labeling by skill. >>

<sup>26</sup> See MEC / SEESP. National Special Education Policy on the Perspective of Inclusive Education. Brasilia, 2008.

<sup>27</sup> See Booth, Tony and Ainscow, Mel. Index for Inclusion. Developing learning and participation in schools. br.s.: CSIE 2011.



Ultimately, a pedagogical approach is required that serves and reaches everyone.

**Families:** refers to the relations established between the school and the families of its 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 special education, 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.

It is important to emphasize that inclusive education aims to ensure the right to education in the perspective of providing learning. For this greater goal to be achieved, two considerations merit special attention. Firstly we have observed that inclusive education projects become consistent and sustainable only due to the existence of continuous actions related to each of the five dimensions discussed above. Secondly, we believe that learning should be pursued

in an extensive manner, involving students, teachers and the other agents within the school community.

The following topics present a detailed analysis of the impacts generated by the “Open Doors” project, which adopts the five dimensions of inclusive education as a framework for the organization of the text. At the end, one of the topics is dedicated to the subject of learning. □



Photo: Rio de Janeiro



Public policies



Photo: São Paulo

## Public policies

Innovations that mean something 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 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.

The issue of inclusion is still a challenge throughout Brazil, especially in education. 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 knowledge and also real progress were identified so that the issue of inclusive education in schools be increasingly on the agenda of

Brazilian public policies. Below the main lessons learnt by the course participants are highlighted.

### Influence on the creation of official documents

Several course participants mentioned that the practical actions instigated by “Open Doors” influenced them to debate and to increasingly value inclusive education, using official documents from the government, such as the Municipal Education Plan.<sup>28</sup> “It was of fundamental importance at this point in time that the Cuiabá network prepare the Municipal Education Plan, the reformulation of the proposed curriculum and the reworking of political-pedagogical projects (PPPs),” said one member of the team from the capital of Mato Grosso. This was also seen in Fortaleza and in other cities benefitted by the project, with the addition of targets related to inclusion in these official documents.

This development took place thanks to debates during the course lessons and in the contact with the support material. “Articles, videos and course classes are used as support for the projects of network units,” said the course participant representative of the technical staff of Cuiabá. A participant from São Paulo also said: “This course provides a theoretical base. As a coordinator I can’t use just my own techniques. I need documentation, I need to be legal. Now I can have my techniques and also use my vision based on theory”.

In various dimensions of performance, it was identified that “Open Doors” allowed a greater theoretical and practical basis for the course participants to be able to feel more secure in their actions and more confident in taking further steps. Throughout Brazil, eight course participant groups carried out local projects involving educational public policies related to the inclusion of students with disabilities, representing 6.3% of all projects carried out in 2015.

Cities	Projects	Schools
Belém	11	10
Belo Horizonte	5	5
Brasília	4	4
Cuiabá	9	8
Curitiba	7	6
Fortaleza	12	11
Maceió	7	6
Manaus	10	10
Natal	9	8
Porto Alegre	8	8
Recife	7	7
Rio de Janeiro	11	11
Salvador	11	11
São Luís	4	4
São Paulo	7	7
<b>Totals</b>	<b>122</b>	<b>116</b>



## Evolution of the training project in Fortaleza

The Municipal Education Department (SME) of Fortaleza carries out work of inclusive education since before the “Open Doors” project and gained more strength with the beginning of this partnership. From the lessons, video suggestions and project experience, the initiative fostered the strengthening of teaching practices with inclusive strategies, not only in physical education classes but also in other curriculum areas through awareness of the educators.

In 2013 one of the main projects was carried out by four members of the technical staff of the secretariat and aimed to transform the political-pedagogical projects (PPPs) of the schools in the network from the perspective of inclusion.

Upon investigating possible barriers to inclusive education in schools, the team from SME Fortaleza noted the lack of coordination among the secretariats, the absence of any inclusion perspective in the PPPs of schools, and the difficulty in keeping track of special services in municipal schools.

The main strategy of the group was to organize a training seminar for school administrators and special education teachers in order to equip them to revisit the PPPs of the 89 schools that had special education teachers. Then working groups were set up to coordinate discussions in the schools and, finally, a second meeting was held to present these re-dimensioned PPPs, now including the results achieved during the implementation of the local project.

During the second edition of the “Open Doors” project in 2015, the course participants from the Fortaleza Municipal Education team decided

to replicate a part of the training in inclusive education that they were receiving, for the other physical education and special education teachers of the whole network.

The team contacted the Municipal Sports Department and partnered with universities to conduct meetings with the teachers. After the positive evaluation of three seminars, 11 workshops have been designed with specific themes, ranging from adapted judo to nutrition, for which teachers subscribed via a website. In small groups the teachers had the opportunity to participate in up to two workshops, since all were held on the same day.

<sup>28</sup> The National Education Plan (Law 13,005 / 2014) established the obligation of creating plans in district, state and municipal education. Municipal Education Plans (PMEs) guide all aspects of educational management for 10 years and must be coordinated with the National Plan and the District / State Education Plans. In relation to inclusive education, goal 4 nationally systematized several important points, such as data collection, training and ratification of the inclusive perspective of the Federal Constitution, especially the Convention on the Rights of Persons with Disabilities.

The Municipal Education Secretariat of Fortaleza had, in 2015, approximately 2,500 students with disabilities enrolled in 284 schools of their primary school network. The member of staff initiative of the secretariat and other local projects developed by the course participants impacted 63.3% of physical education teachers and 99.2% of special education teacher. This result substantiates an important advance and continuity of inclusive educational policies in the municipality.

The city of Curitiba, for example, managed to increase the number of support professionals in nearly 400 municipal schools, strengthening the agenda of inclusive education across the network. “By reaching an average of 120 support professionals distributed in local schools and Centers of Infant Education of the Municipal Education Network, it was possible to present to administrators a change in the way of care and emphasize the responsibilities of this professional in schools, obtaining good results for the Municipal Education Secretariat”, said the course participant member of the technical team from the network, also highlighting the importance of awareness to expand investment and operations in this strategic field.

### Teacher training and increased dialogue between teams

In addition to concrete progress in the Municipal Education Plans and the direct actions of school systems, “Open Doors” has enabled support for teacher training networks and also for the work of teaching assistants.

**51,4%** of principals from the Curitiba municipal network participated in training conducted by the group of course participants from the education secretariat.

The influence on the training was not limited to inclusion of the subject on the agenda. “The project provided an opportunity for the sectors of special education of the Municipal Department of Education, as the team responsible for training >>>



Photo: Fortaleza

<sup>28</sup> The National Education Plan (Law 13,005 / 2014) established the obligation of creating plans in district, state and municipal education. Municipal Education Plans (PMEs) guide all aspects of educational management for 10 years and must be coordinated with the National Plan and the District / State Education Plans. In relation to inclusive education, goal 4 nationally systematized several important points, such as data collection, training and ratification of the inclusive perspective of the Federal Constitution, especially the Convention on the Rights of Persons with Disabilities.



## Project in Porto Alegre unfolds outside schools

In Porto Alegre, “Open Doors” was implemented as a result of the partnership with the Municipal Sports Secretariat. Social educators and technicians from this department were the main beneficiaries of the course, representing more than 65% of the class. This partnership also meant nine local projects of course participants were implemented at partner centers and sports associations in the city, directly impacting nearly 700 people.

The project allowed the knowledge acquired by the course participants to be implemented in parks, squares, sports centers and even

in the work of the Sports Department. “We conducted a survey that gave us a diagnosis of our reality and we realized that most of our teachers work or have worked with students with disabilities. This realization led me to reflect on our practices and maintain a discussion and systematic qualification on the subject”, concluded one of the course participants. Another participant stressed: “Our ‘awareness campaign for inclusive physical education for physical education teachers of the Municipal Bureau of Sports’ project is a step towards creating future projects or activities in our Secretariat, in the medium and long term.”

the physical education teachers, a partnership in order to conduct complementary training to these professionals in the area of inclusive physical education,” said one representative from the Fortaleza technical team. In Curitiba, one of the local projects created by members of the Secretariat held discussions and lectures to publicize the subject of inclusive education and inclusive physical education in the city.

Another group of course participants from the city of Belém created a project that proposed to equip physical education teachers to work from an inclusive perspective. As a consequence, we chose to work with training teachers in two schools as a pilot plan. The group applied a

questionnaire in order to diagnose the difficulties that teachers face with the inclusive process for the effectiveness of in-service training: monitoring and advisory activities in schools during physical education classes.

The main basis for the guidance of teachers and project development also enabled educational advisers to invest with more confidence and support in the creation and monitoring of inclusive activities in schools. In addition, many reports point to how the course brought teachers and schools closer, making them discover students they had in common, and devising strategies for children and young people to benefit from working together. □



**“I am an advisor in schools of the network, and I could share time with professionals in the multi-purpose room with a view to getting a different perspective on classes both in the classroom and in physical education classes.” – Cuiabá**



**“It became easier, as an adviser, to intervene in units, collaborating in the creation of activities that lead people with disabilities to a better social interaction.” – Cuiabá**

Photo: Manaus





## School administration



## School administration

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. In this sense, the course participants pointed out the importance of the administrator in the valuation of inclusive education and of professionals from the area and also the possibilities of coordination between the different school professionals.

### Presentation and appreciation of inclusive education

Many testimonies indicate that “open doors” allowed non-teaching professionals to adopt a new posture, more collaborative, more respectful and attentive to students with disabilities. “Professional non-teaching staff are more careful and more respectful. This change of attitude arises from the discussions and reflections brought to the school environment by ‘open doors’, the course participant being the multiplier”, said a course participant from Salvador. And this isn’t just true for school administration. In Rio de Janeiro, for example, a professional from the administrative area suggested the implementation of boards in Braille in the school offices as another instrument of inclusion.

Many teaching coordinators also felt more involved and concerned with the participation of students with disabilities in school activities in general. “The course helped in planning moments of study, case studies, and especially allowing theoretical and practical grounding in defense of inclusive education,” said a course participant from the São Paulo region. The project also brought to school administrators

a sense of responsibility of being closer to the educators. Many testimonies revealed how the project has generated a greater need for close monitoring of teacher planning, of the thinking through of teaching strategies that contribute to the learning of all students.

### Support of school management in creating PPPs that reinforce inclusion

The “open doors” course emphasized the issue of creating or restructuring political-pedagogical projects in order for greater appreciation of the differences in school and inclusion of everyone. In Fortaleza, for example, 90% of schools that have special education professionals had the political-pedagogical project (PPP) reviewed from an inclusion perspective. In São Paulo, a teaching coordinator managed to get the school where he works to actually use the accessibility funds received to benefit everyone.

In the São Paulo project, the educational coordinator who participated in “open doors” identified the need to work interdepartmentally between the Unified Education Center (CEU)<sup>29</sup> and the school. The course participant understood that there wasn’t any communication between professionals working in the CEU and the teachers of the school unit. “Because of the weekly meetings held throughout the course, this need not only came to light, it has become indispensable for our practices to become better by way of the exchange of information and experiences. So we synchronize information from the public attended by the administration and teaching staff, seeking improvements in the quality of care for students. The main intention was to

<sup>29</sup> The Unified Educational Center (CEU) is a municipal educational, sports and cultural complex characterized as a multiple public space. CEUs possess a children’s education center for children from zero to three years, a school of early childhood education for students of four and five years and a primary school. All units are equipped with a multi-sports court, theater, playground, swimming pools, library, telecentre and spaces for workshops, meetings and studios open to the community.



minimize or break with all possible barriers in different spheres, whether architectural accessibility, or the intention and execution of collective and collaborative work itself”, said the coordinator.

So the course participant used the structure of the course to start these debates, proposing strategies carried out in partnership in order for customers served on both pieces of equipment to appropriate this space for dialogue, to extract the maximum use of practices and expand the repertoire of collective experiences. Thus it was possible to promote changes in the institution’s architecture, using accessibility funds, by putting in tactile flooring and handrails in all the school’s halls, benefiting more than 1,100 students, as well as teachers, administrators and employees.

In Belém even family members began to participate more in school routine and in PPP construction meetings. This is a very positive point, since one of the guiding principles of this document is the active involvement of all stakeholders of the school community to carry out a diagnosis of the school and define an action plan for the desired transformation to happen.

A PPP is collective and integrative. The course, in a way, supported these features when highlighting how the document is focused on inclusion, noting the diversity of students, their cultural origins, educational needs and expectations. It must also be founded on the principle of equal conditions for access, continuity and learning assurance for all students. □



***“The training helped in planning the moments of study, case studies, and especially allowing theoretical and practical grounding in defense of inclusive education.” – São Paulo***



Photo: Maceió



## Teaching strategies

## Teaching strategies

The “Open Doors” project endorsed the creation of ways and means for students with disabilities to actively participate in physical education classes and actually be included in the complete school routine. Of the 121 local projects presented by course participants, 83.3% addressed the dimension of teaching strategies - an increase of one-third of projects that have opted for this approach of structuring the action plan in relation to the 2013 edition.

#### Approximation of special and physical education teachers

Several course participant testimonials highlighted the interaction between special and physical education teachers. This increased the possibilities of working together, as well as allowing a greater appreciation of each of the professions. “The integration of these professionals was one of the important factors in this process. The exchange of experiences fostered better work done by special and physical education teachers, and teaching coordination. As coordinator, I felt more confident in working with the teachers in planning”, said a course participant from Natal (RN).

In the capital of Rio Grande do Norte, one course participant group worked on games and activities that form part of local culture. A survey of sixth-year students and family members regarding games and activities aimed at fostering moments so that these activities could be undertaken at school, so that students could play together and have fun while planning flexibilities that aimed at the participation of all.

“Open Doors” points out this kind of joint action as a key point for an effective inclusion process. As already pointed out, it won’t be

a single teacher on his own that will solve all of the challenges that there are in the classroom. It is becoming increasingly more clear that a systemic view is needed and, above all, the ability to unite the different agents in the school community to find and apply solutions that will benefit all students.

Course participants also told how this approximation with physical education teachers changed their relationship with students with disabilities. Now the potential of students is recognized and valued. Many testimonies cite how the relationship between physical education teachers and those from the special education extended dialogue and awoke a mutual relationship of recognition. In Belo Horizonte (MG), these two types of educators came together and managed to include a student with cerebral palsy in physical education classes through inclusive boules. “Because of the ‘Open Doors project’, a channel of dialogue was created between special and physical education teachers. We exchanged views on ways to promote the inclusion of students in the classes”, said one course participant from the city.

The coordinated actions extended to other educators and also to non-teaching staff who changed their posture, becoming more collaborative and open to new work opportunities with the target audience of special education students. According to the perception of the course participants, these professionals demonstrate a greater respect and attention to students. Many testimonies relate the experience in a new educational and pedagogical perspective and an increased sensitivity in the way that these professionals see and act within and outside the school.



Photo: Salvador





**“Look at others with more empathy. Understand that every human being has strengths and limitations.”** – Cuiabá



**“A great awareness with relation to inclusion, not only in the school environment but also in everyday life.”** – Belém

### Support to strengthen and underpin the work with inclusive education

As in the Public policies dimension “Open Doors” also supported the course participants in teaching strategies by enabling theoretical and practical advancement in the area of inclusive education. The course provided an opportunity to view new possibilities for planning and developing activities that focus the potential of students with disabilities.

As can be seen at the beginning of this report, the methodology for the preparation of “Open Doors” local projects is based on three key moments: Diagnostic development; action

plan development; and implementation and evaluation.

In the testimonies of the course participants it was identified that this journey of creating a local project expanded and went beyond the formative meetings. Different agents from schools began to perform diagnostics, create new projects and solutions to everyday problems, as well as implement ideas into their everyday lives, as can be seen in some testimonies below. □



Photo: Brasília



### Diagnostic development

**“In a certain way everything has changed, because before applying new exercises and new activities, I create a diagnosis of the group that will develop them and, anticipating possible difficulties, I end up re-creating rules and options that include everyone.”** – Porto Alegre

**“The experience with ‘Open Doors’ allowed some prejudices to be diagnosed and worked on throughout the course and, especially, made me look at my disability students for their potential, and not for their disabilities, comparing one with the other.”** – São Paulo



### Action plan

**“It made me act with more planning and responsibility, looking to not only boost my interventions in the Multifunctional Resource Room but also provided me with the opportunity to awaken my creativity that was half asleep, questioning my practices and throwing me in search of other work opportunities in order to reach the desired target.”** – Belém

**“I believe that we are closer, planning and thinking together on strategies that benefit not only students with disabilities but the whole group of students.”** – Fortaleza

**“Dialogue between physical education teachers and special education teacher was expanded and planning became teamwork.”** – São Luís

**“The postures adopted for planning, adjusting and shared actions have been extended.”** – São Paulo



### Implementation and evaluation

**“The experience allowed me to broaden my perspective on different situations and the fact that you can always change the resource, the rules, the strategies to facilitate the process of teaching-learning in order to contribute to inclusion in general.”** – Maceió

**“I came from an adapted physical education training that only excluded, believing that I was looking for solutions to the student’s limitations. I now realize my error because I only excluded and limited. Therefore, it was important for my development, to learn the true concept of inclusion, increasing my understanding and changing my teaching practices to include actions focused on fostering access and participation for all.”** – Maceió

**“There was a very significant change. Teachers come to understand and get to know the needs of students, they began to look for resources to better serve them. The special education teacher gave support regarding the preparation of the reports, as well as in the selection of activities. Teachers now have a different vision’ for the needs of students, and contact with the family has improved a lot.”** – Fortaleza



## Families

## Families

“Open Doors” reinforces the concept of family members as big allies of teachers, administrators and school as a whole. In all of Brazil, more than 8,600 family members were directly impacted by the initiative of the Rodrigo Mendes Institute with the interventions made by course participants. In total, 31 local projects were developed with an emphasis on strengthening relationships with the families of students.

Precisely for this reason, it was argued that we need to go beyond the occasional contact with families only when problems need solving. This public should be involved in all of the inclusion processes and school routine, following up with a daily partnership and even participation in events and projects carried out by teachers and students.

### Family listening: a tool to bring this partner into the school

The “open doors” course brought its participants together with principles and tools that extend the relationship with families through strategies such as family listening. This tool allows educators and school administrators to support the family members of students with respect to the recognition of the potential and the rights of all children.

This support seeks to strengthen links with the family. During the course, it was discussed how the school is the institution that makes the connection between the private circuit (family) and the social circuit (community). This mediating role has the responsibility to encourage families and seek support so that children and adolescents do not drop out of school.

The teacher Marise Bastos, however, warned during one of the video lessons that this support for family members should create a safety net for children and families. “All social agents should

look at the families and understand vulnerable situations to give support and help these families so as not to put the children in a position of neglect in these conditions.” This support strengthens the bonds between individuals, between the family and the school, as well as recovering the power and prominence of this agent. “The acceptance by those responsible is of extreme importance so that the student can advance. We have cases of parents who didn’t collaborate with the school, not accepting and not seeking the help that their children required. Progress was made in the dialogue with these parents and, consequently, in relation to student learning,” said one course participant.

Also during the execution of the project, more than 40% of impact survey respondents affirmed that families are more present, motivated and participative, or that this bond was strengthened. The family members began to seek out the school to accompany the activities and exchange experiences, attend classes, participate in meetings and events, collaborate in occasions like eating time and recreation. They were also demanding more for students to actively participate in the proposed activities.

More than numbers and percentages, “open doors” managed to show, from course participant testimonials from all 15 participating cities, the progress in the relationship between schools and families for the development of students with and without disabilities from an inclusive perspective.

“**Families are more participatory and active, seeking out the school to clear up doubts, as well as asking for help and guidance to accompany the children at home.**” – Fortaleza

Photo: São Paulo



## Project Hug (Cuiabá)

In Cuiabá (MT), a course participant saw the difficulty of family members in accepting the disability of their sons and daughters and, therefore, the process of inclusion of these students in the school became challenging. "The non-recognition of a child's disability can affect their self-esteem, and this could become a complicating factor in the learning process and, consequently, their inclusion does not effectively happen", he said after diagnosis from information gathered together with the teaching coordination that pointed to the resistance of some family members as a problem factor for the clinical diagnosis of students and often delaying concrete and necessary actions for children's learning.

In the face of this context, the local project sought to make aware families of around 15 students with disabilities

about the importance of accepting and welcoming their sons and daughters, actively participating in their school life or them as a way of facilitating their effective inclusion in the school.

Called "Hug", the project's strategy was to work on approximation by corporeality and involved mothers, fathers, grandparents and students in drawing workshops, movement, modeling and massage. The activities were chosen because they allow affective, cognitive and motor approximation among participants by way of touch, looks and reinterpretations of their own body and the body of the other person.

The closure of closure happened during the Family Day at School, now a traditional event in establishing and expanding the activities for about 500 family members.

In Natal a group of course participants did their final work involving students and family members in a survey about old toys. Then these findings were consolidated with the use of recyclable materials and used by children at break time.

In Recife one of the local course participant projects sought to promote effective parental involvement in the school life of children with disabilities or autism spectrum disorders, recognizing the

importance of the practice of sports and of everyday school life for the overall development of all students, holding meetings with parents and circuits with students.

In São Paulo, one of the local projects aimed to increase knowledge and experiences through games chosen by the students and their families, such as tag, flying a kite, playing ball, dancing, cards and jigsaw puzzle games.



**"Family members are no longer on the defensive. Now they are seeking out the school and being oriented on the search for treatment of their children."** – Cuiabá



**"At first the family members were distant, however, during the next meetings, they began to get involved and to participate more, to invite other parents to be present and participating not only in the project but also in the daily lives of their children, as well as other school children."** – Cuiabá



**"Families have participated more in meetings, helping us to build the PPP, school board and other activities and projects developed at school whenever necessary."** – Belém



**"The approximation with the family has been our biggest gain. With the introduction of family listening, barriers are being broken, paths are being opened and the exchange of difficulties and achievements are being shared."** – Rio de Janeiro



**"After we began family listening, at which the participants were able to exchange experiences, we feel that we are all a lot closer, with a desire to participate in school activities."** – Rio de Janeiro



**"Interest and participation were awakened, provoking actions such as inviting other parents into groups looking for physical improvements of an inclusive school."** – Belém



Photo: São Luís



### Recognition of the potential of students by their families

Throughout the project, in different cities, it was possible to note that bringing together the family and the school will, as well as result in benefits for work within the classroom. Better understanding the educational reality of the child, closely participating in those moments and experiencing the smaller and larger breakthroughs of students with disabilities, family members began to realize and to appreciate the potential of these children and youths. "Families who often did not have the belief that the student could have some competence, have come to believe that there are possibilities that hitherto had not been observed," reported a course member from Belo Horizonte.



*"If we are partners, inclusion will happen in a more effective manner. Within this perspective, the family felt safe and felt itself investing in the potential of their children ." – Cuiabá*

In Belém, one of the course participants groups created a project that aimed to involve the family of students with disabilities in the educational activities of physical education. Within the project three meetings were held : in the first, they were able to share life experiences; in the second, there was a lecture on the rights of persons with disabilities, and in the last there was a lesson on inclusive physical education that they could participate in. In Natal another example, the course participants conducted a survey about old toys and games and crafted materials relating to their discoveries using recyclable objects, together with students and family members. □

Photo: Belém





## Partnerships

## Partnerships

Studies on inclusive education demonstrate that partnerships play an important role in the transformation of schools processes. Such alliances can be established between the educational institution and representatives from around them (individuals or organizations) who put their experience and knowledge available to the school administrators and teaching staff.

In Fortaleza, for example, a partnership between the school and its Board allowed students to increase their attendance in both regular education and in the special education services. In Recife, the rescue of a partnership with the Federal University of Pernambuco allowed for the practice of more inclusive sports activities within the school. In Brasilia, a rugby team was invited to work on inclusion by playing a game of hockey. In Porto Alegre, the result of a partnership with a community center for the realization of “Open Doors,” a group of course participants implemented a project that proposed an inclusive walk to sensitize the community to the barriers existing around the institution.

On the eve of the Rio 2016 Olympic and Paralympic Games a school close to the Maracana stadium decided to create the Inclusive Olympics project to bring in family members and take the issue of inclusion to the school, and bring in external partners to accomplish this mission. Under the motto “One for all and all for one”, the project developed by “Open Doors” course participants involved all of the school students and was held for a month, during physical education classes. At the opening, the school was able to partner with wheelchair athletes, who played a demonstration match, and one of the guests was the coach of the Brazilian

National Wheelchair team, Antonio Carlos (Flea). There was also a presentation about the importance of sport in the lives of all children, with testimonials from guests and athletes.

In total 10 local projects from course participants were developed based on the dimension of creating and strengthening partnerships that benefit the process of inclusion in school. “Since knowing of the implementation of the ‘Open Doors’ project in the school, there has been great receptivity and acceptance of the proposals submitted. With the positive results, the involvement continuously expanded, with even demands for new actions”, said a course participant from Maceió. □



**“A very nice example is the interaction we had in the trials and in their own dances June Festival, where students of Elementary II danced together with the students of Elementary I, helping struggling students and also students with disabilities who participated various gangs. This whole concept started with the Rugby for All Project: Playing with the differences. The cool thing was that the party was a success and saw the happiness of our students to be a part of everything.”** – São Paulo

**“We managed to get a partnership with the Education Center for Work (NET). Students who are included in our school take part in a training course and can enter the labor market.”** – Recife

Photo: São Luís



## Learning

Learning is a complex process that takes place at all levels of the subject who experiences it. The most transformative potential of “Open Doors” is exactly the democratization of this process, comprising students, educators, administrators, employees, families and other agents of the school community.

### New possibilities for action and expansion of knowledge

For 90% of the course participants who responded to the final evaluation of “Open doors”, the training led to changes in their professional activities. Among the learning processes of educators and administrators is the improvement of teaching practices, a new look at inclusive education, the expansion of theoretical and practical knowledge, the discovery of new possibilities and experiences and a feeling of being better prepared and more confident to act in the context of inclusive education.

“Because of the training given I now seek to think of more inclusive strategies. I also leave the door open for the student to use his way of performing each task within his best attempt”, said an educator from Porto Alegre, representing the opinion of many course participants who highlighted just how much the training provided an opportunity of seeing possibilities of action with students with disabilities, as well as the importance of planning and the development of activities focused on the strengths and abilities of all students in their classes.

For a course participant from Cuiabá the course was a really great opportunity for learning and reflection on teaching as a profession, because “It came to consolidate and transform my teaching practices, believing in the potential of the student, especially in Physical Education activities”.

A course participant from Belo Horizonte noticed many changes, not only in their professional activities but in their attitudes and their points of view: “The training made all the difference to my work. Since I started studies on inclusion, I never stopped. My classes have improved, my conversation has changed, my view on school has changed.”

“Open doors” also provided the expansion and the pursuit of knowledge, providing a theoretical and practical basis, which impacted the work of educators with students in the school’s daily routine. According to a course participant from Rio de Janeiro, it is precisely through theoretical knowledge that it becomes possible to improve teaching practices: “even though I already practice inclusion in my classes, [the course] increased my knowledge and my interest in the subject. Theoretical knowledge is very important to perfecting the practical.”

In addition, educational administrators and coordinators also feel more confident to guide teachers facing the challenges of inclusive education. “As coordination, I can contribute talking and guiding teachers, not only those of physical education but those of specific areas during planning,” declared a course participant from Fortaleza. An educational coordinator from São Paulo added: “The training helped mainly by allowing a theoretical and practical grounding in defense of inclusive education”.

For many course participants the knowledge gained during the training was the initial trigger towards further development and greater dedication to the subject. For an educator from Curitiba, this “search for new challenges will be increasingly more persistent” because “the course provided the foundation needed to turn inclusive education a reality in the school environment.”



Photo: Cuiabá





***“I had never done any training in the area of inclusive education. This training opened new research and teaching practice horizons for me.”*** – Fortaleza

***“My learning process was immense and very rewarding. My view in relation to children has also changed, becoming more sensitive and more aware. I have always had great interest and affection for this subject and, with this course, I have had the opportunity to learn much more about it and nurture the idea of doing a specialization course on this subject.”*** – Porto Alegre

***“Through the course I realized that it is more than giving an opportunity and enforcing rights; It is to encourage independence, to empower, freedom; It is to expand one’s views look and think planning from the perspective of equality.”*** – Cuiabá

**More motivation and interaction among students**

“What you have liked most about inclusive boules?” And one of the students said: “What I liked most was to see Peter play sports and be able to play with him.”

This dialogue established between a teacher and her students in Belo Horizonte is not uncommon between the beneficiaries of the “Open Doors” project. More than working with inclusive education, the initiative makes all the people involved in the educational processes develop the ability to relate to the differences. “I realized that primarily they are seeing a person before the disability, whatever

that may be”, said a course participant from Curitiba.

There was also identified an increased awareness and involvement of students without disabilities. They understood that everyone has difficulties and abilities, and can participate in everything, requiring some flexibilities in certain activities. Educators also noted an improvement in the interaction between all students, promoting values such as respect for differences, cooperation and empathy.

About 40% of respondents believe that there had been a change of attitude to the target audience of special education students. “There were several changes observed. Respect for differences, solidarity in accessibility, collaboration with schoolwork etc. Students with disabilities were sometimes the target of teasing by some colleagues; currently one can perceive actions of mutual co-operation and friendship. Or even, at the time of boarding / leaving school transport, they began to give priority and collaborate, “said one course participant from Maceio.

In the project impact evaluation questionnaire, nearly half of respondents (48%) pointed out that the target group of special education students were more confident and motivated to participate in all activities, interacted better with others. They also showed higher self-esteem and greater autonomy, imposing themselves when necessary. Many emerged from passivity and became active subjects in the teaching-learning process.

The students themselves have come to perceive their colleague as a person capable of performing actions that before they thought impossible, demonstrating respect for the rhythm of the other. “The group benefit is

what made the difference. Students developed a sense of citizenship that very few people have today,” reported a course participant from Manaus. Specialists from the Rodrigo

Mendes Institute reinforced how “Open Doors” works so that all of the agents in the educational process learn how to deal with human diversity. □



***“One of the students diagnosed with autism was surprised by the activities carried out, commenting on them with his mother at home how it was very difficult to put yourself in the place of the other. This student has shown understanding of inclusive education and even in his situation, placed himself as available to help other people.”*** – Curitiba



***“The moment they feel treated like the others and participate in all the activities, their abilities become sharp, and self-esteem creates huge well-being in both socialization and learning and also at home (in conversing with parents). Interval time football is already flowing beautifully between students with and without disabilities, for example.”*** – Natal



Photo: São Paulo



## Conclusion





# Conclusion

This report presents a summary of the results obtained by the project “Open Doors for Inclusion - inclusive physical education”. Our goal is to influence government agency administrators and public bodies committed to the issue of the rights of disabled persons for the creation of inclusive policies in the field of education, physical education and sport. At the same time, we aim to contribute to the construction of knowledge about inclusion in schools through dissemination of educational experiences developed by the project participants.

According to Article 30 of the Convention on the Rights of Persons with Disabilities, which deals with “Participation in cultural life and in recreation, leisure and sport”

“5. For people with disabilities to participate on an equal basis with others in recreational, leisure and sporting activities, States Parties shall take appropriate measures to:  
[...]

d) Ensure that children with disabilities have the same access as other children to participate in games and recreational activities, sports and leisure, including within the school system”(our emphasis).<sup>30</sup>

As can be seen from reading the report, the training course on inclusive physical education developed throughout the “Open Doors” project offered its participants a repertoire and tools aimed at the elimination (or reduction) in the school environment of barriers that impede the full participation of students with disabilities. This strategy is founded on the definition of a person with disabilities as presented by the aforementioned Convention, whether:

“Persons with disabilities are those who

have long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.”<sup>31</sup>

In this way we intend to collaborate on building an inclusive society through an educational concept in which each and all enjoy the same opportunities in an equal manner.

## Major advancements and challenges

Below we present the main advancements and challenges resulting from the “Open Doors” project, organized by the five dimensions of inclusive education.

## Public policies

In the first half of 2015 one of the issues considered most important for the area of education in Brazil was the creation of Municipal Education Plans (PMEs). By express resolution of the National Education Plan (Law 13005/2014), all Brazilian municipalities needed to draw up their own plans by 25 June of that year. This subject was part of everyday life for many of our course participants who, influenced by the discussions held in class, developed proposals to promote a more inclusive education in their cities.

Another highlight can be given to training carried out by groups of course participants from municipal education departments. Such groups have managed to impact a significant percentage of physical education and special education teachers of their networks, as well as influencing other segments. The cities of Curitiba, Fortaleza and Maceió composed almost all of the special education teacher, which enabled a more comprehensive vision

for the whole set of professionals of this service. Knowledge about the mechanisms of use of support programs for inclusive education developed by the Ministry for Education was also considered a relevant aspect. Some course participants report that they succeeded in getting new funding to improve the accessibility of teaching units in 2015.

As for future challenges, some issues are worth mentioning. Firstly, public administrators will need to channel efforts towards realization of the National Education Plan and its development in state and municipal authorities. Considering that inclusive education permeates all forms and levels of education, it is essential that this issue is present in all forums that accompany and evaluate the Plan. This involves the fulfillment of the various targets set, which presupposes continuous investment in teacher training, infrastructure, transportation etc.

Another challenge is to eliminate the dispersion of efforts between two parallel systems, the common and the special, to eradicate, in education, the exclusion of students with disabilities. According to the NGO International Inclusion in its report “Implications of the Convention on the Rights of Persons with Disabilities in Education for All”

“This exclusion exists because there are two parallel agendas for education. One agenda promotes investment and monitoring for education systems as a whole; and the other focuses on the special education needs of children and youth who have a disability.”

## School administration

In the education units where our course participants developed their projects, training was carried out using different styles and time duration for different audiences, depending on the purpose of each group. Family members, students, teachers, administrators and professional non-teaching staff participated in awareness and discussions on topics relevant to inclusive education. According to the testimony of different agents participating in the projects, these strategies fostered positive and significant attitude changes in these people in relation to students with disabilities.

The restructuring of the political-pedagogical projects (PPPs) was another positive point noted by our course participants. When done in a democratic and participatory way, the PPP discussion allows us to question stereotypical positions in relation to students with disabilities, which allows the community a better understanding of the paradigm of inclusion and the reduction of the attitudinal barrier.

2016 will continue to challenge the adequacy or the re-adequacy of PPPs. This task must mobilize the whole school community, so that this process allows a clearer alignment between all and a better understanding of the expectations in relation to the process of learning of students with and without disabilities. Moreover, the political-pedagogical project guides local training, the establishment of partnerships and the assessment tools to be used.

<sup>30</sup> Convention on the Rights of Persons with Disabilities, UN 2006, Article 30

<sup>31</sup> Convention on the Rights of Persons with Disabilities, UN 2006, Article 1.



### Teaching strategies

The majority of the local projects prioritized the dimension of teaching strategies to structure the action plans. It is important to remember that the goal of the training course on inclusive physical education offered to the 15 participating municipalities was not present “ready recipes” to be replicated in the school environment. The proposal was to encourage an authorial attitude in the course participants in order to positively exploit existing real conditions, be it from the point of view of physical infrastructure or from the human resources available. Based on the existing reality, each course participant should develop lesson planning and activities, targeting the necessary changes in order to enable the participation of everyone.

To start their projects several groups carried out awareness sessions with their target audiences. Through seminars, lectures, study groups and experiences, they intended to promote reflection on aspects of the lives of people with disabilities. Some of the materials and dynamics used in these awareness sessions were: videos of the training course classes, videos with the participation of people with disabilities, videos with activities developed in schools, reverse inclusion (simulation of a disability), among others.

Another highlight was the use of strategies that involve students in the choice of activities, in the building of rules and choice of games, with the premise to ensure the participation of all. We emphasize these points because we consider listening to students a very powerful tool, in that it favors a sense of responsibility by transforming the school environment.

During the diagnosis (initial stage of the local project), several groups noted the lack of specific equipment to develop physical activities. The main solution found was to build them collectively, starting with the collection of recyclable materials among students and the surrounding community. It is important to note that this was a creative solution and enabled the empowerment of students, from the collection of materials to the creation of equipment through workshops. The elaboration of interdisciplinary proposals with the theme of sustainability allowed students to have a broader ownership of inclusion.

Some local projects have explored sports and cultural activities such as badminton, volleyball, gymnastics, dance, capoeira, games and folklore activities, among others. On the one hand, each of these activities, separately, could be rethought by group members; on the other, the variety of proposals within the same project allowed the choice of those that needed little or no flexibility, also resulting in the creation of new sports.

The active listening to students, a constant challenge in education, favors the construction of a more inclusive environment that considers the uniqueness of each and all. This strategy facilitates the search for solutions that reduce barriers by way of lesson planning and of activities so that everyone can participate autonomously.

Another broader challenge is to consider the introduction of interdisciplinary themes, for example sustainability within the local projects. From this inter-relationship, it is possible that educators and students expand the concept of inclusion and seek in a qualified manner a truly inclusive education.

### Families

Our course participants also promoted awareness activities to get closer to the families and introduce them to the subject of inclusive education. In addition to the difficulties and individual questions of students that normally guide the majority of interactions between educators and families, these course participants discussed with mothers, fathers and those responsible for students with or without disabilities various aspects of school activities, such as the importance of everyone participating in physical education activities.

Reverse inclusion experiences were also carried out, in which adults simulated a disability and were led to observe the overlapping sets of skills for a certain physical, intellectual, sensory impairment etc. In this dialogue, it was possible to emphasize the potential of students with disabilities for the families who did not know, or did not believe in, the possibility of inclusion of all in the common school.

Family listening addresses the reversal of a very common logic in schools: the teacher is the one who speaks, the family only hear. This important instrument aims right at the start of a dialogue in which the participants see themselves as partners, without distinction of importance.

A permanent challenge that can be met through the School Councils and Family Assemblies is to increasingly improve the quantity and quality of families’ participation.

These organisms need strong support from the educational institutions’ administration in order to effectively exercise their role. To think of new forms of participation, perhaps some remotely, is an alternative that should be considered in the search for solutions.

### Partnerships

We observe that the course participants understood the proposal of collective work emphasized by the “Open Doors” project, as they adopted suggested strategies in joint operations with agents external to the school unit, such as individuals or legal entities in the areas of sports, special education, health, non-formal education and social assistance, among others. In some cases, the partnerships already existed in a systematic way, and in others, they were constructed in order to enable or to qualify the local projects.

Among the examples of partnerships identified is healthcare equipment that guarantee jobs to students of the district; sports organizations, which brought hitherto unknown practices to students and reverse inclusion activities. In addition, athletes (mostly from Paralympic sports) shared their experiences with the groups, while local merchants contributed financially to the production of specific materials used in student presentations.

The challenge of establishing partnerships that help improve care for all students should be guided by the school’s PPP, that is, from a plan that seeks means to enable them, always within the educational goals they wish to achieve.



### Final considerations

During the months of October and November 2015, the team from the Rodrigo Mendes Institute visited the 15 cities that participated in the second edition of the “Open Doors” project with the aim of personally witnessing the impacts generated by the initiative. On these trips, we heard countless stories, recorded various activities<sup>33</sup> and were affected by the experiences narrated by our course participants. To close the report, we present below some impressions resulting from these face-to-face visits and from the analysis of quantitative and qualitative data from the end of the project.

First, we note that the methodology adopted by the training course, according to which each course participant should make a diagnosis and propose a plan of action, proved very efficient and transformative. Various participants commented that the exercise of identifying barriers and facilitators in the school environment allowed the course participants to deepen their knowledge about the reality of teaching units in which they worked. This change of vision in relation to their own workplace significantly favors the process of defining a priority, developing strategies for action, and implementation of proposals aimed at improving the care of the target audience of special education students.

We also understand that the referred methodology was instrumental in some of the most significant results delivered by the impacts presented throughout the report. Among these should be highlighted: 51,052 people directly impacted by local projects

and 73.4% of the active course participants certificated upon completion of training.

Secondly, we observed that the majority of the groups involved students in the creation process of inclusive physical education activities. In other words, we perceived that the basis of many local projects was the dialogue established between educators and students. Also, we noticed great concern for inviting families to participate in educational activities resulting from such projects, breaking with the usual restriction of family participation in bureaucratic matters or related to difficulties faced by the teaching staff.

The quantitative and qualitative impacts presented in this report support our conviction that it is possible to deconstruct the conservative education notion still prevalent in many educational institutions in Brazil and other countries. This break also applies to the discipline of physical education, characterized historically by the appreciation of physical performance, of competition and, consequently, the exclusion of those who do not fall into idealized models of the human being.

The local projects developed by the course participants of “Open Doors” show the ways by which physical education can be re-signified and designed from an egalitarian perspective. In this sense, the report gives light to public policies and teaching practices that confront existing barriers and favor the inclusion of people with disabilities in regular schools. □

## Acknowledgements

We thank the teams from the following organizations:

- Aqui Vou Eu
- Educational Unity Dra. Maria Alice Coutinho (São Luís, MA)
- Fundação Getúlio Vargas
- Interrogação Digital
- Ministry of Education
- Ministry of Sports
- Municipal Nursery Magdalena Arce Daou (Manaus, AM)
- Municipal School Jesus Criança (Cuiabá, MT)
- Municipal School Hilberto Silva (Fortaleza, CE)
- Municipal School Dom Orione (Belo Horizonte, MG)
- Municipal School Floriano Peixoto (Rio de Janeiro, RJ)
- Municipal School Nova do Bairro da Paz (Salvador, BA)
- Municipal School Padre Brandao Lima (Maceió, AL)
- Municipal School Professora Adelina Fernandes (Natal, RN)
- Municipal School Professora Terezinha Souza (Belém, PA)
- Municipal School Vinhedos (Curitiba, PR)
- Museu do Futebol
- School Class 401 do Recanto das Emas (Brasília, DF)
- TAM Airlines
- Todos pela Educação
- Unified Educational Center Quinta do Sol (São Paulo, SP)

We remember that the impacts presented in this report are the result of the effort and commitment of school departments that cooperated with the project, of the facilitators and course correspondents, of the specialists who are dedicated to the execution of the classes and course participants responsible for the development of local projects in each of the participating cities.

<sup>33</sup> Some of the activities developed by the course participants by way of the implementation of local projects can be accessed in the document “Collection of inclusive practices,” available at <http://rm.org.br/portas-abertas/> in pdf and html format.







“Physical education  
enhances its relevance  
when allows everyone  
to play and learn  
together.”

**Rodrigo Hübner Mendes**  
CEO Rodrigo Mendes Institute

[rm.org.br/portas-abertas/](http://rm.org.br/portas-abertas/)

Execution



Support



Partner

