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# Inclusive Education: On the Way to Achieving Education for All



26 – 27 Nov. 2009  
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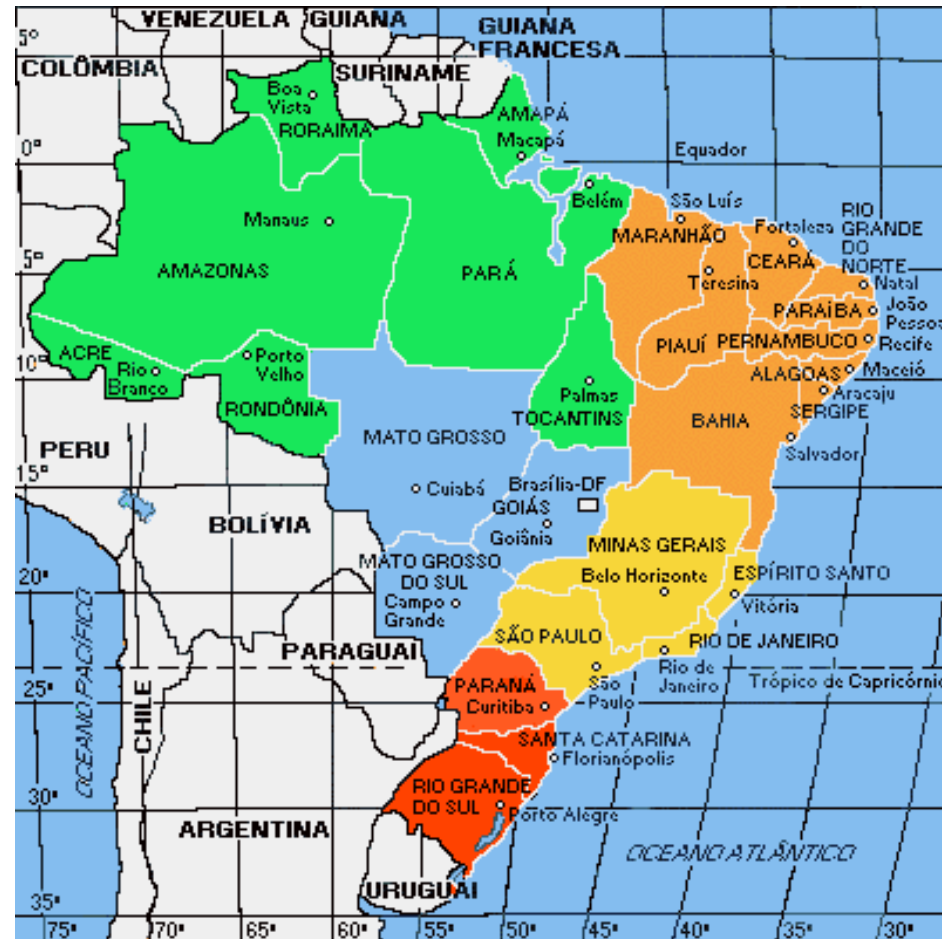
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# Inclusive Education in Brazil: Facts, Challenges and Accomplishments



# Regions



# First challenge

- Talk about Inclusive Education in Brazil in 15 minutes
- Just the tip of the iceberg...
- It means talking about Diversity:
  - In all fields and areas: environmental, cultural, educational, social, etc
  - In regional scenarios with very unique characteristics and persons



# Brazil

- Federative and presidentialist republic
- 26 states, divided into 5.565 Municipalities
- Brasilia, the national capital city

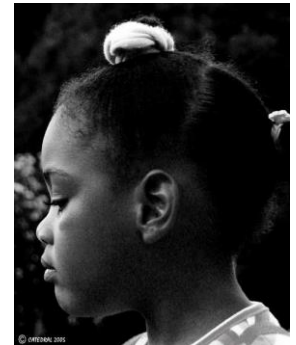


# Geography

- Area: 8.514.876,599 km<sup>2</sup>, equivalent to 47% of the South American territory
- Among the 5 biggest countries (in area)
- Regions
  - North
  - North-eastern
  - South-eastern
  - Midwest
  - South
- Holds between 15 and 20% of the world's biodiversity
- Population: 191.939.434 persons
  - Among the 5 most populated nations
  - 31,8%: between 0 and 15 years of age
  - 28,5%: between 15 and 29 years of age

# Portugal: our Mother country

- Brazil: the only country in the American continent to speak Portuguese
- One of the most multi-racial societies in the world: formed by European, Indigenous, African and Asian descendents



# Persons with disabilities

- 27 million persons with disabilities
- 14.5% of the total population





# Brazilian Educational System

Levels	Age
Pre-School	0 to 3 years old 4 to 6 years old <b>2010:</b> compulsory 4 to 17 years old
Elementary/Middle School Universal access is compulsory (6 to 14 years old)	6 to 14 years old 9 years (total)
Education for Youngsters and Adults (EJA)	15 years old and up
High School or Professionalizing Education	15 years old and up 3 to 4 years duration in total
Higher Education (University)	18 to .... Undergraduate and Graduate levels

# Access, Permanence and Quality

- Enrollment is compulsory between 6 and 14 years of age
- 2006: 97% of the children and adolescents in this age group were in school
- Challenge: to improve the quality of the education being offered
- 2007: 10% of illiterate citizens = 14,1 million Brazilians
- Probably many PwD are among them
- This rate has been decreasing
  - Increase in specific investments in the modality of Education for Youngsters and Adults (EJA)
  - Programs as “School Grant”
  - Teacher-valuing policies and courses

# Special Education

- It is understood as a **field of knowledge, not a physical place**
- **Transversal teaching mode** that aims to make available several specific services, resources and strategies to favor the schooling process of each and every student in regular classrooms, and their interaction in educational, family, social and cultural contexts
- Inclusive Education requires Special Education in order to become a reality



# Special Education

Pre-School

Elementary/Secondary School

Education for Youngsters and Adults (EJA)

High School or Professionalizing Education

Higher Education (University)



# To whom?

- Students with disabilities (physical, visual, deaf/auditive, intellectual and deaf/blindness)
- Global developmental disorders (autism, autistic spectrum syndromes, child psychosis and neurosis)
- High abilities/ high-functioning individuals



# How it works?

The child (or youngster) goes one period to the regular school and in the other period receives Specialized Educational Guidance

The school period is 3 to 4 hours/day, 5 days a week

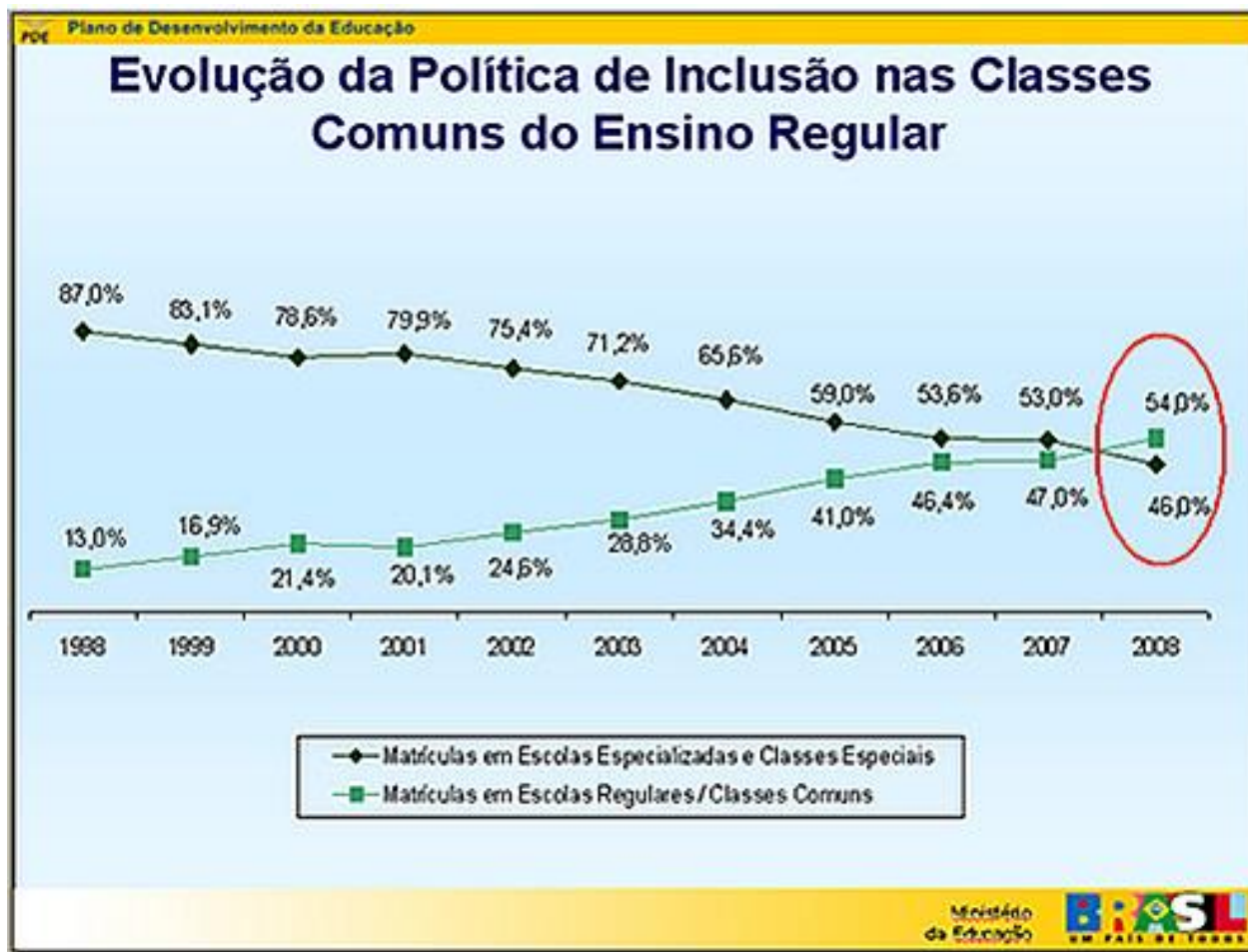




## Landmarks: from Special Education towards Inclusion

- **1854**: beginning of Special Education in Brazil; Imperial Institute for Blind Boys (current Benjamin Constant Institute), by Emperor D. Pedro II, in Rio de Janeiro
- Boarding school for boys from all over the country and South America
- The first educational institution for the blind in Latin America
- **1857** – Imperial Institute for the Deaf/Mute, Rio de Janeiro, which is now the INES – National Institute for Deaf Education. A boarding school, which accepted deaf boys. Only. They came from all over the country and many were abandoned by their families
- **1948** – Brazil signs the Universal Declaration of Human Rights, that ensures the right of all persons to Education
- **1954** – Foundation of the first Association of Parents and Friends of the Mentally Disabled (APAE). Special teaching as an option to regular schooling begins

# Evolution of Inclusive Educational Policy in regular classrooms



**Black: Enrollment in Specialized Schools and Special Classrooms**

**Green: Enrollment in Regular Schools/Classrooms**



# Accomplishments and Challenges: sides of the same coin

	Daycare	Pre-school	Elementary School	Middle School	High School	EJA – Elementary/ Middle School with required attendance	EJA Integrated – High School and Vocational	
<b>Special Education</b>								<b>TOTAL</b>
State – Urban	2.094	6.156	82.374	48.167	15.353	8.445	2.663	165.252
State - Rural	1	79	3.251	1.492	342	297	10	5.472
Municipal – Urban	4.804	23.050	173.536	31.101	586	18.450	119	251.646
Municipal - Rural	250	2.548	28.105	5.277	36	4.125	2	40.343
<b>TOTAL Special Ed.</b>	<b>7.149</b>	<b>31.833</b>	<b>287.266</b>	<b>86.037</b>	<b>16.317</b>	<b>31.317</b>	<b>2.794</b>	<b>462.713</b>
<b>TOTAL</b>	<b>1.138.644</b>	<b>3.830.928</b>	<b>15.366.466</b>	<b>12.791.752</b>	<b>7.297.807</b>	<b>2.938.387</b>	<b>1.189.495</b>	<b>44.553.479</b>

# Accomplishments and Challenges: sides of the same coin

- Special Education looking towards Inclusive Education: a recent process in Brazil and in the world
- Landmark: the Declaration of Salamanca, 1994
- Much has been accomplished in Brazil and should be recognized and celebrated
- Yet there remains much to be done
- Legislation deserves to be highlighted, especially the ratification of the Convention on the Rights of People with Disability, with **constitutional amendment status**
- We know that the challenges are set not “only” in and for the children, teenagers and adults with disability. **All of us**, people with and without disability, are responsible for carrying out this fundamental human right that is Education.

# Accomplishments

- Federal laws establish guiding lines and send some funds for the implementation of inclusive measures
- Each State and each Municipality is creating its own responses, according to its reality, resources and demands
- NGOs have an active role, too, usually acting in partnership with public agencies (federal, state and local)
- We are building the foundations of a culture of Communication and Information, developing channels and networking
- We are beginning to learn how to do it and how to use ICT
- There are sites, blogs and discussion lists on Inclusion, besides books, thesis, researches, development of technologies
- Effort to avoid “discovering the wheel all over again”
- Teachers still need to learn how to find information, select and “feed” themselves
- The Society of Information and its tools are gradually becoming accessible to all: family, teachers, PwD – society in general

# Education for the Deaf: one example

- State of Alagoas (Northeast Brazil)
- Offered by the State Secretary of Education
- Started in 2006
- Has attended 1.500 persons (till today)
- Services offered:
  - Training of **teachers** about Deaf culture, how to teach Portuguese and Math for deaf students and Brazilian Sign Language;
  - One year training; classes twice a month (8 hours each time);
  - Offered to teachers from this State;
  - To prepare teachers and interpreters of Brazilian Sign Language, including deaf persons
  - **Deaf children** (4 to 10 years old) learn Portuguese and Sign Language and have specialized services: early stimulation, phonoaudiology and psychology), workshops in Arts and Basic skills to get into the labor market;
  - Teachers have their training in direct contact with deaf students
  - Training of **interpreters** of Brazilian Sign Language

# Education for the Blind: one example

- CAP – Center for Pedagogical Support
- Started in 1994 in the State of São Paulo, to offer pedagogical support for teachers who worked with blind/low vision students
- The results were so good it is now a federal program, connected to the Ministry of Education
- One Center in each State, which is not enough
- Each Center has a common core activities and also specific ones
- Core activities:
  - To offer support to Inclusion (main objective)
  - Production of educational books, exams and materials in Braille, large print and audio
  - Training of teachers of public schools (Adapted Physical Education, Soroban, Assistive Technologies, Specialized Educational Guidance)
  - Orientation on architectural accessibility for school buildings
  - Exchange of information with Universities
  - Specialized Educational Guidance for blind/low vision students (all grades and levels) complementing regular schooling

# Education for persons with intellectual disability

- Example: APAE SP - Association of Parents and Friends of the Mentally Disabled (1954)
- Belongs to a Federation of more than 2.000 Associations in Brazil; attends to 250.000 persons
- It is a very strong reference to Brazilian society
- The Association offers Education and specialized services (from early stimulation to preparation for work); the services differ in each Association
- The guiding lines too
- In some Association, persons stay in there until they are “retired” (60 or more years old)
- The SP Association is the biggest and has decided to be really inclusive → **a revolution!**
- Active participation in the making and discussion of **public policies** in the city of São Paulo

# Support to Inclusion

	<b>2006</b>	<b>2009</b>
Students receiving Specialized Educational guidance at APAE	131	Feb.: 379 students Oct.: 474 students
Guidance and support to schools	X	221 schools
Guidance and support for teachers to receive students with ID	X	589 teachers
Courses and lectures on Inclusive Education for teachers and principals	X	344 teachers and principals

# Program Accessible School

- Launched by the Ministry of Education
- Objective: to adapt municipal and State schools to receive students with disabilities
- The schools that are interested should present a plan with their demands
- 2009: the goal is to attend **27.000** schools
- 2007 to 2008: **2.543** schools received funds
- Funding goes directly to each school



# Training for teachers

- Initiatives from the Ministry of Education: courses and publications on line (download)
  - E-learning
  - In presence
- The Program “Inclusive Education” is directed to teachers, coordinators and principals of local and State schools
- Objective: to prepare them to adopt the perspective of Inclusive Education in Special Education
- It is organized as a network: there are 162 “head” Municipalities: each has its own local network
- 40 hour course to train multipliers, who train others
- All Brazilian municipalities have participated from 2003 to 2007, training 94.695 professionals
- Similar initiatives from State and local organs, with (or without NGOs)
- Municipalities can hire private consultancies and/or NGOs to offer this service

# Specialized Educational Guidance

- Program of the Ministry of Education
- Objective: To offer to the public school networks (State and local) computers, furniture, pedagogical resources and other basic items to promote complementary activities to students with disabilities
- 2005/2006 - 626 kits of equipment
- 2007 - 625 kits
- 2008 - 4.300 kits
- How to get: submit a project with objectives and planning
- There are two kits:
  - **Number one:** computer (earphones, microphones, etc)
    - Scanner; laser printer; assistive technology (adapted mouse, keyboard, etc)
    - Games for educational purposes
    - Software, furniture
  - **Number two:** everything number one has plus Braille printer, magnifying lens, soroban, audio calculating machine, tactile Earth globe

# Challenges

- Implementing and carrying out existing legislation;
- Abandoning assistentialist and paternalist feelings;
- Transformation of schools into democratic spaces that suit the needs of students, whichever their individual characteristics are;
- Intensification of the preparation process of teachers and all who take part in the school community, from their training at the university;
- Adaptation of existing school buildings and their surroundings - inclusion means accessibility;
- Construction of new buildings following the guidelines proposed by Universal Design;
- Articulation and interface with the community (in a broader sense) to promote a **culture of Inclusion and Accessibility**;
- Investment in the dissemination of information on educational resources, existing technologies, publications, successful cases, thesis, research projects and legislation;
- Investment to develop and improve Technologies (assistive, information and communication)

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*“No one educates anybody; no one educates oneself alone; men educate each other in communion”.*

Paulo Freire

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# Thank you!



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