



# Goiás, Brazil: The Statewide Education Program for Diversity from an Inclusive Perspective

A report prepared for World Bank  
based on the consultant's work,  
and on documents produced by  
the Office of Special Education  
of the Goiás State Department of Education

Romeu Kazumi Sasaki  
Inclusive Education Consultant

Brazil - 2004

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## CHAPTER 1 – INCLUSIVE EDUCATION IN BRAZIL

### 1.1 – Presentation of Inclusive Education in Brazil

The theme “Inclusive Education in Brazil” was first discussed in the first three years of the 90s, therefore before the 1994 Salamanca Statement, adopted by the UNESCO’s World Conference on Special Needs Education: Access and Quality), which is the first international document that specifically addresses this theme.

The discussions occurred in meetings with a few educators who were already introducing in their regular schools practices featuring at least some of the inclusive education principles. And a very small part of the discussions appeared in literature, generally after its presentation in lectures on school inclusion of students with disabilities. It should be noted that prior to the Salamanca Statement, the concept of diversity as a parameter for the inclusive process was not very clear. At that time, many of us believed that inclusive education was about students with disabilities only. And, also, there was an understanding that the term “special needs” covered “several types of disability” (e.g., physical, intellectual, visual, hearing or multiple).

In Brazil we could have started the movement of inclusive education already in 1994 and on a large scale. However, this didn’t happen due apparently to problems with translations. The Brazilian educators who, since the end of 1994 (1<sup>st</sup> edition), until after 1997 (2<sup>nd</sup> edition) had access to the Portuguese version of the Salamanca Statement, didn’t take notice of the main concepts related to Inclusive Education concerning its definitions, philosophy, principles, methodologies, policies, procedures and so on. In fact, the translation published in Brazil contained terms such as: *integration, principles of integration, integrated education, integration principle, integrative orientation, integrated society, integrative teaching, integrated schools, integrative schooling, integrated provision* and *integration policies*. However, in the English version, the following terms are presented, respectively: *inclusion, principles of inclusion, inclusive education, inclusion principle, inclusive orientation, inclusive society, inclusive teaching, inclusive schools, inclusive schooling, inclusive provision, and inclusive policies*.

In spite of this fact and, partly, thanks to educators who have studied the English version of the Salamanca Statement, the movement for inclusive education developed, although at first slowly and reluctantly. Presently, this movement has now taken root all over Brazil, although not necessarily involving all of the regular schools. Several major events prompting inclusive education were held all over the country. At this point, the relevant bibliography is quite comprehensive. Several consultants were hired by public and private schools and by state and municipal departments and private social institutions, in order to accelerate the inclusive movement. Within the last four years, an enormous quantity of term papers, on the undergraduate, graduate and specialization levels, have been presented by students who chose Inclusive Education as a central theme of their dissertations.

## **1.2 – Before the inclusive experience in Goiás State**

In summary, the beginning of the inclusive movement in Goiás State was the end of the long practice of conducting Special Education as a parallel system to the regular school system. This parallel practice was supported by both federal and state legislations and policies, as well as by 45 years of integrative practices accomplished in Goiás through government and private initiatives.

A brief legislative history covering 45 years of such practices is presented in **Annex 13 - State and federal legislations in force from 1953 to 1998.**

It must be pointed out that the process of school inclusion started in 1999 and was implemented, with all its ingredients, through 2002 (the last year of the state term). This means that, as far as quality is concerned, the inclusion process was fully implemented in all inclusive schools. Since a decision was made in 1999 to take a gradual approach to changing state schools into inclusive schools, the process of inclusive education reached only those state schools whose directors decided to implement it. In the present term (2003-2006), the inclusion process has continued maintaining this quality in inclusive schools and the government is now working simultaneously in terms of quantity, extending the State Program to those schools not yet made inclusive.

All over Brazil, there has been a controversy as to whether the inclusive education should be implemented compulsorily in all schools within each Department of Education (be it state or municipal) or whether it should be decided by each school. The Government of Goiás chose the second option and is happy with the results. Those schools who initially decided not to be inclusive are now gradually becoming inclusive through spontaneous adhesion to the State Program after recognizing the good results demonstrated by inclusive schools.

## CHAPTER 2 – THE INCLUSIVE EXPERIENCE IN GOIÁS STATE

### 2.1 - History

The inclusive experience in Goiás State was officially initiated by the Government in 1999, through the Office of Special Education, within the Department of Education.

In the previous year, one of the most important events in the field of education of persons with disabilities was held in Goiás State: the State Forum for Inclusive Education. This event, which took place in Goiânia, was organized by the Foundation for the Integration of Child, Adolescent and the Disabled in partnership with the Catholic University of Goiás, the Municipal Department of Education and others. During the Forum the preliminary document titled “A New Educational Proposal Based on Inclusion Principles” was exhaustively discussed by the participants.

This document aroused an enormous attention and compromise, in 1999, on the part of the Office of Special Education, which then created, trained and maintained, during its whole mandate (1999-2002), a technical staff with expertise in school inclusion. The immense challenge of providing, in the State of Goiás, a high quality education without excluding one single student was named **The Statewide Education Program for Diversity from an Inclusive Perspective** (or simply: The State Program) .



The State Program logo consists of a stylized draft of the human hand, a graphic symbol for the individual differences, as in the popular saying “a hand’s fingers are not alike”. In this logo, the hand concentrates our attention on the human diversity and the individual differences within the school universe. Our work is based on the principle that each student is different and that teachers, families, school units are different too. The hand

of the logo is the left one, indicating our belief in that the true inclusion happens by the path of the heart and that the entrance gate of inclusion is the elimination of the most difficult barrier, the attitudinal one.

We believe that inclusion happens by understanding the equal rights, by accepting human diversity and by respecting the individual differences. Open and spread, the hand signals someone who welcomes all students, shares with them, teaches them and learns from them to have a daily relationship, to get to know them, and transforms each complex context that involves the human being into valuable opportunities for personal and collective learning experience.

## **2.2 – Data about the initial situation in 1999 and planning of inclusive actions**

The State Program was initiated with the following actualities: Out of 242 municipalities in the State of Goiás in 1999 (presently there are 246), only 77 offered some kind of educational service to people with disabilities. Thus, 165 of them didn't offer special education services. In the entire state, there were 52 special schools, of which 12 in the Capital city and 40 inland, serve 5,765 students. There were 138 special classes, of which 31 in the Capital city and 107 inland, serve 1,283 students. There were 159 pedagogical resource rooms, of which 34 in the Capital city and 125 inland, serving 2,469 students. Consequently, all these services together were serving approximately 9,000 students. It was an extremely small number compared to the estimated demand (100,000 students).

Where did the number 100,000 come from? According to World Health Organization, around 10% of the population would present some kind of disability. So, Goiás State, with approximately 4 million inhabitants, would have around 400,000 people with disabilities. At that time, the school units had at least one million students, from which, therefore, 100,000 should have been students with disabilities.

In the face of such situational reality, we proceeded to the planning of actions understanding that the magnitude of the challenge wouldn't sustain abrupt, radical and imposing transformations. Therefore, in order to build the State Program, we took into account the recommendations established in international and Brazilian documents, as well as in publications in Portuguese, as follows:

*International documents studied by the Office of Special Education in 1999:*

- The Cuenca Declaration (1981);
- The Sundberg Declaration (1981);
- Annals of the XXIII Pan-American Sanitary Conference (1990);
- The World Declaration on Education for All (1990);
- Annals of the Seminar on Policies, Planning and Organization of Integrated Education for Students with Special Needs (1992);
- The Santiago Declaration (1993);
- The Salamanca Statement (1994);
- Charter for the Third Millennium (1999)

*Brazilian documents studied by the Office of Special Education in 1999:*

- Federal Constitution of Brazil (October 5, 1988);
- Constitution of Goiás State (1989);
- Resolutions of the National Education Council (several dates);
- Resolutions of the State Education Council (several dates);
- Directives and Bases for the National Education (Law no. 9.394, December 20, 1996);
- Complementary Law no. 26, of Goiás government (1998);
- National Education Policy (Law no. 10.172, January 9, 2001);
- Child and Adolescent Law (Law no. 8.069, July 13, 1990)

*Publications in Portuguese consulted by the Office of Special Education in 1999*

- Anais do 2º Seminário sobre Inclusão: Qualidade de Ensino para Todos [Annals of the 2<sup>nd</sup> Seminar on Inclusion: Quality of Education for All]. São Paulo: Grupo 25, 1999.
- A Nova LDB e a educação especial [The new law for national education and the special education]. Rosita Edler Carvalho (author). Rio de Janeiro: WVA, 1999.
- Educação Especial em Goiás [Special Education in Goiás]. Goiânia: Secretaria Estadual de Educação, 1994.
- Educando o Ser Humano: Uma Abordagem da Psicologia Humanista [Educating the human being: An approach to the humanistic psychology]. Zenita Cunha Ghenther (author). Campinas: Mercado das Letras, 1997.
- Inclusão: Construindo uma Sociedade para Todos [Inclusion: Building a society for all]. Romeu Kazumi Sassaki (author). Rio de Janeiro: WVA, 1997.
- Inclusão: Um Guia para Educadores [Inclusion: A guide for educators]. Susan Stainback and William Stainback (authors). Porto Alegre: Artmed, 1999.

### **2.3 – Inclusive education principles adopted in Goiás State**

**School Inclusion.** One of the necessary conditions for education to become effective is that the school system should adapt itself to the student and not the opposite. School inclusion starts from the principle that all children can learn together, and that they all benefit and learn better when given the opportunity to learn from one another in an open, nurturing environment.

**Equalization of Opportunities.** Educational opportunities should be provided to any student in schools made accessible according to the six accessibility dimensions: attitudinal, architectural, methodological, instrumental, communicational and programmatic.

**Special Needs.** Each segment of the human diversity may present peculiar needs, which vary according to each person and the situation in which the person is living.

**Individual Differences.** Each person is different from the other, and all of them are entitled to be what they are and to be respected in their differences.

**Learning Style.** Each student is entitled to learn using his/her own learning style; therefore, teachers need to prepare their classes in such a way as to reach all the learning styles: visual, auditory, artistic, kinesthetic and all the combination of these four styles.

**Multiple Intelligences.** Every person has multiple types of intelligence, and it should be assured to each person the possibility of engaging this set of intelligences to study, to prepare projects, to accomplish tasks, to play and so on.

**Quality Education.** The school system should offer to each student opportunities that help him/her accomplish his/her interests, expectations, dreams and life objectives.

**Individualized Education Plan.** Each student with special needs is entitled to have a teaching plan that allows him/her to learn and progress towards his/her individual objectives.

**Human Diversity.** The school system should receive all persons, regardless of their ethnical, racial, cultural, linguistic, sexual, physical, mental, sensoral, and other attributes.

**Empowerment.** The student builds his own knowledge, gradually making use of the power to choose, decide and assume control of his/her learning situation.

The challenge of inclusive education is clearly based on the laws and regulations establishing that the practice of segregation is unfair.

In consonance with the educational policy of the Goiás Government and the legislation in force, the Office of Special Education formulated the present action program, based on the principles of education for all, and promoting such values as equity, dynamism, partnership, compromise and the continuous search for excellence at several teaching levels. These values facilitate the preparation of each student for the performance of his/her social roles as a person and as a citizen.

The structures, the programs and the projects should assure every support for professionals and students alike, and they should be accomplished in a way consistent with the inclusive policy, that is to say, valuing the perseverance on equity and access to the teaching quality. This requires a continuous development of the best results for persons with special educational needs and the creation of more effective schools for everybody.

The Statewide Education Program for Diversity in an Inclusive Perspective, which is a meaningful element for the creation of an educational system that celebrates the human diversity and considers the individual differences in their longings and needs, has five basic actions.

## **2.4 – Inclusive policy arguments defended in Goiás State**

Three main arguments have given support to the Goiás inclusive policy:

### **Human Rights**

- All children are entitled to learn and to play together.
- Children should not be devalued or discriminated against and either excluded or separated on the grounds of their disability or learning difficulty.
- There are no legitimate reasons to separate children from each other.

### **Quality Education**

- Research data show that children work better, both academically and socially, in environments comprising a range of human diversity.
- There is no good teaching or service in a segregated school that cannot be provided in an inclusive school.
- Inclusive education consists of using educational resources more efficiently.

### **Good Social Sense**

- Segregation teaches children to be afraid, encourages alienation and nourishes prejudice, while inclusion has the potential to reduce fears and build friendship, respect and understanding.
- All children need an education that helps them develop relationships and prepare themselves for life in society.

This was the core of the Statewide Education Program for Diversity in an Inclusive Perspective.

## **2.5 – Presentation of inclusive education in Goiás State**

The Statewide Education Program for Diversity in an Inclusive Perspective was conceived taking into account the principles inspired on the paradigm of social inclusion. The basic actions of this State Program were planned and brought about through interfaces and partnerships established with the Office of Special Education, of the State Department of Education, as follows.

### **2.5.1 – Directions for the Statewide Education Program for Diversity in an Inclusive Perspective (the State Program)**

The practice of school inclusion, implemented from 1999 onwards, is the process of adjusting the school's reality to the reality of the students who, in turn, should represent all the human diversity. No student was denied registration in inclusive schools. Schools were called inclusive from the moment they decided to learn with the students what should be eliminated, modified, replaced or added in the six accessibility areas (architectural, attitudinal, communicational, methodological, instrumental and programmatic) so that each student could learn having his/her learning style reached and using of all his/her intelligences. The following directives were established for the Statewide Education Program for Diversity in an Inclusive Perspective:

- Developing schools that are open to all human diversity and not to persons with disabilities only.
- Adopting the broader concept of “special educational needs”, originating from the human diversity concept.
- Training the multiplier agents who, in turn, would train other persons.
- Adopting the gradual process, starting with those schools that spontaneously wish to become inclusive.

- Implanting the six dimensions of accessibility (architectural, attitudinal, communicational, methodological, instrumental and programmatic) in inclusive schools.
- Providing training materials to multiplier agents.
- Providing teachers and parents with resources that facilitate work with students and children.
- Creating a support network all around the state in order to advise, to follow-along, to help, to teach and to stimulate inclusive schools.

As a result of the above-mentioned developments, the inclusive education experience in Goiás State was initiated in 1999, under the direction of the Office of Special Education, whose organizational structure was reformulated as is shown below:

- Cabinet of the Special Education Superintendent that coordinates two Advisory Sections and two Departments. Each Department has two Divisions.
- Administrative Advisory Section.
- Technical Advisory Section.
- Pedagogical Department:
  - Division of Support to Institutions
  - Division of Follow-along for Projects and Partnerships
- Institutional Actions Department:
  - Division of Support to Teachers' Training
  - Division of Support to Students

The Statewide Education Program for Diversity in an Inclusive Perspective was planned so as to promote, during the years 1999-2002, the education system change process, aiming at the implementation of the following principles of inclusive education:

### **2.5.2 – Basic actions of the State Program**

- Implantation of inclusive schools.
- Implementation of reference units.
- Implantation of schooling service in hospitals.
- Implementation of special methodologies and resources.
- Development of interfaces and partnerships.

These actions have delineated the philosophy of a comprehensive and positive inclusive education policy, based on the concept of “equalization of opportunities within the full range of human diversity”, that is to say, without discrimination as regards a number of attributes, such as: race, gender, social class, disability or learning difficulty. Other information about these basic actions can be found in the section **2.6.1 – Implementation of basic actions**, farther on.

### **2.5.3 – Interfaces and partnerships of the State Program**

Due to the inclusive vision of the governmental mandate (1999-2002), the Office of Special Education understood, right from the beginning, that state schools would not become inclusive if the Office, by itself, wanted to implant the State Program. Surely, this State Program needed to be understood and approved, before everything, by two authorities of Goiás Government: the Governor himself and the Secretary of Education, who offered total support during the mandate.

This way, we developed several activities establishing interfaces and partnerships.

#### **Interfaces.**

The interface work means that some or all of the subsystems of a system are officially involved. For instance, concerning the Goiás State Government system, several of its subsystems worked in close cooperation, each one doing its own work to benefit a common objective (the implantation of the State Program). Consequently, we had a joint work involving other central Offices of the State Department of Education and the Regional Sub-Departments of Education, as well as other State Departments (like Health, Public Works, Transportation, Social Assistance).

#### **Partnerships .**

As for the partnership work, it consists of establishing cooperation between distinct systems or between subsystems pertaining to distinct systems. Thus, the Office of Special Education, jointly with the Regional Sub-Departments of Education, worked with the community, involving mainly organizations of people with disabilities, businessmen, municipal agencies and others. For instance, in 2001, several municipalities attended the First State Meeting for Municipal Secretaries of Education in order to get acquainted with the Statewide Education Program for Diversity in an Inclusive Perspective, and in 2002, many of them, signed the Protocol of Agreement in order to transform, with the State support, their municipal schools into inclusive ones. Other details of this partnership are reported in the section **2.6.2 – F – Project “Walking Together”** and the section **2.6.3 – D – Consolidation (year 2002)**.

See also the **ANNEX 7 – Demonstration of State and Municipal Schools included in the State Program**.

## **2.6 – Development of the State Program**

The Statewide Education Program for Diversity in an Inclusive Perspective was composed of five basic actions that were implemented this way:

### **2.6.1 – Implementation of basic actions**

#### **A – Inclusive schools.**

Inclusive schools are ordinary schools turned inclusive. The inclusive schools were oriented by the philosophy of acceptance of individual differences, which required the reformulation of each school's Political-Pedagogical Project on the following terms: observance of the principles of an inclusive education; availability of broad and flexible curricula; availability of support services to all teachers; organization of the reflective practices by teamwork members, and adoption of flexible criteria and procedures in the evaluation of the students' learning.

In order to make this basic action viable, several events were brought about: cycles of study, training courses, pedagogical meetings, regional seminars, state congresses and others.

The inclusive schools adopted appropriate methodologies, ones that allowed all students to access the educational system, modified according to the concept of Universal Design, in the following dimensions of accessibility: architectural, instrumental and communicational.

Professionals working in inclusive schools reconsidered their pedagogical practices and, above all, accepted the individual differences inherent to human beings as an opportunity for mutual learning experience. The evaluation of the students' learning process was constant and participative, involving the whole school community in the creation of the Political-Pedagogical Project.

The inclusive schools were implanted and/or implemented gradually, in compliance with the following criteria: geographical situation, structural conditions, working conditions, methodological situation, inclusive school professionals, political-pedagogical project, involvement of the family and organization of groups.

#### **B – Reference units.**

Reference units are former state special schools redefined in their mission or objective. The reference units include the present Special Education Centers and the Pedagogic Support Centers, which were transformed in three sectors within each unit, having their functions and attributions reformulated on an inclusive perspective:

- Non-hospital Rehabilitation Sector, designed to offer to children, young people and adults who need non-hospital rehabilitation services.

- Pedagogic Support Sector, designed to provide support services to teachers and/or to students of inclusive schools, offering them didactic and pedagogic materials, technological and instructional resources and so on.
- Special Education Sector, designed to provide pedagogic services, activities of daily living and socialization of students with a (physical, mental or sensorial) disability, whose severity level doesn't allow them to attend a regular classroom for the time being.

The reference units have, among other competencies: to provide technical and instructional support to professionals working in inclusive schools, orienting them about the elaboration of didactic materials and resources pertaining the specificities of the students; to monitor; to follow-along and to evaluate the pedagogic work in a continuous and systematic process, with the purpose of verifying the efficiency of the actions performed; and to carry out prevention, non-hospital habilitation/rehabilitation and other actions on an interface basis with agencies in the field of health, social assistance, social security, work and justice, as well as in partnership with community organizations.

The reference units are managed in compliance with the criteria of geographical situation and structural conditions.

### **C – Schooling service in hospitals.**

According to Resolution no. 41 (October 13<sup>th</sup>, 1995), of the National Council on the Rights of Children and Adolescents, the schooling service in hospitals is a right of every child or adolescent who, due to his special health conditions, is hospitalized.

This service is provided in continuity to the teaching of the same curricular contents appropriate to each age group, leading these students to solve learning difficulties and/or to opportunities of acquiring new contents and assuring the access of the child or adolescent to the rights foreseen in the Organic Law of Health and in the National Education Law.

The schooling service in hospitals aims to guarantee that a child who is hospitalized or lying in bed at home will return to the same classroom in inclusive school where he or she was studying, thanks to his/her educational needs being met by learning the same curricular content his/her peers are studying in the school. This service preserves his/her connections with peers as well.

See more about this service in item **C – Project “Today”** and also in **Annex 12 – Viviane’s School Inclusion.**

### **D – Special methodologies and resources.**

This basic action corresponds to the development of an array of didactic, pedagogic and informational support necessary for implementing the inclusive education policy, forming a network of support to inclusion. This support is structured in multidisciplinary teams, pedagogic support centers, follow-along community actions, public information,

awareness raising in order to connect local efforts according to the growing field of inclusive education.

This action is also structured in the form of projects, benefiting several school or community sectors in order to open inclusive spaces to all those children, adolescents and young people who, till then, were out of schools.

These services were made available to inclusive schools and to reference units in all the Regional Sub-Department of Education and in all of their respective circumscribed municipalities.

## **E – Interfaces and partnerships.**

This basic action refers to the modern way of managing programs, projects and services, that is to say, through interfaces and partnerships with agencies and institutions, thus avoiding duplication of efforts, with the consequent minimization of costs and maximization of results.

The establishment, the consolidation and the articulation of interfaces and partnerships were conducted by the Office of Special Education and other managing offices of public policies, as well as by agencies and organizations of civil society. See more about this topic in section **2.5.3 – Interfaces and partnerships of the State Program**.

### **2.6.2 – Implementation of Projects in the schools**

Ten projects were performed in the inclusive schools supported by the Statewide Education Program for Diversity in an Inclusive Perspective. Each of these projects has its own specific goals, but all of them have in common the ability to attract more and more children and young adults who were school dropouts or have never been given an opportunity to be enrolled in schools.

#### **A – Project “Inclusive School”.**

Inclusive school is a school open to ALL, it welcomes differences. It’s where everyone learns together, because learning is cooperative and the family is an irreplaceable partner in the teaching-learning process. It’s where we work out the equity in interpersonal relationships so that they contribute to the creation of a fair and society along solidarity principles, whose values are: cooperative learning, search of identity, human dignity, citizenship exercise, right to belong and celebration of differences.

The implantation of this project was gradual considering the removal of architectural, attitudinal, communicational, methodological, instrumental and programmatic areas. At first, 315 state inclusive schools were implanted, which required: (1) the preparation of classroom teachers, resource teachers and professionals of Sectors of Support to Inclusion; (2) the gathering of reports on inclusive experiences; (3) the orientation about curricular adaptations, learning styles, multiple intelligences; (4) the organization of pedagogic

meetings and study cycles; (5) the organization of mediation courses on pedagogic practices.

See more about this project in the section **2.6.1 – A - Inclusive schools**.

### **B – Project “It Depends On Us”.**

This project consists of social-educational work designed to support families, aiming at contributing to orientation and awareness raising about their rights and duties related to the education of children. This work strengthens social-affective values, showing the importance of families in the teaching-learning process and their influence on their children’s school life. The project also helps extending education to those social segments still excluded from the mainstream society and is a very important space for parents to present their complaints and suggestions.

Actions performed:

- Monthly meetings with families.
- Training families about Brazilian sign language and Braille.
- Elaboration of texts for study and orientation to the families attending inclusive schools and reference units.
- Preparation of the Individualized Education Plan in order to effect the pedagogic participation of families in the education of their children.

### **C – Project “Today”.**

Through this project, the inclusive school is extended to a hospital or the student’s home. The schooling service in hospitals is provided through the organization of classes for hospitalized students, under the authorization of the State Department of Education and the Office of Special Education. See more about this project in section **2.6.1 – C – Schooling service in hospitals**.

The schooling service at home is provided in cases where the students present such health conditions that prevent them from attending school or being hospitalized. See **ANNEX 12 – Viviane’s School Inclusion**.

The following actions were accomplished:

- 8 hospital groups in Goiânia (Hospital Jorge Araújo, Albergue ACCG, Hospital das Clínicas – Pediatria, Hospital das Clínicas – Hemodiálise, Hospital das Clínicas – Ortopedia, Casa de Apoio São Luiz).
- 1 hospital group inland (Itumbiara municipality)
- Some schooling services at home.

## **D – Project “R\$-Doing”.**

This is an educational service project designed for persons with autism and other developmental delays. Its main purpose is to structure an educational program that would allow the development of possibilities and competences, favoring the acquisition of knowledge, improvement in communication, emotional wellness and social interaction, which will approximate the autistic student to the world of significant relations and will secure better results in the inclusive classrooms.

In order to meet this main purpose of the project, 37 classrooms were prepared (13 in the Capital city and 24 inland) in order to receive 74 groups of autistic students.

See **ANNEX 9 – Luiz’s School Inclusion.**

## **E – Project “Reference Units”.**

This project aims at contributing to the implantation of inclusive education, by means of redefining the state special schools that existed before 1999. The reference units serve students with much severe disabilities. Those few special schools were redefined by the State Program in order to give their place to reference units. See more about this project on section **2.4.1. – B – Reference Units.**

See **ANNEX 11 – Fernando’s School Inclusion.**

## **F – Project “Walking Together”.**

This project consists of the establishment of partnerships between the State Department of Education and the Municipal Department of Education all over the state, in order to implant inclusive schools within the municipal educational system. Through official partnerships, the Office of Special Education provides directives of the State Program and organizes on-going training to teachers and professionals from municipal schools, as well as methodological and evaluative orientations.

A total of 128 partnerships were established with Municipal Departments of Education as a result of the First State Meeting for Municipal Secretaries of Education, organized by the State Program. And one state meeting was organized for the coordinators of municipal Sectors of Support to Inclusion pertaining to those municipalities that signed the partnership with the State Program. [See section **2.6.3 – D – Consolidation (year 2002), number 1**]

## **G – Project “Communication”.**

The purpose of this project is to give all students with differentiated communication needs the opportunity to be included in the regular schools and/or in the community, securing them the access to curricular contents or community activities through the

utilization, valorization and dissemination of sign language, Braille and other necessary resources according to peculiarities of each individual difference.

Actions performed:

- Creation of jobs for resource teachers, sign language interpreters and sign language instructors on the State Department of Education's payroll.
- Systematization of Portuguese for deaf students.
- Utilization of Braille system and specific materials.
- Training courses for interpreters, instructors and professionals from all Sectors of Support to Inclusion in: sign language levels I, II, III and IV, in Portuguese for the deaf in Braille and Soroban.
- Training courses in Brazilian sign language and Braille for the school community and families.
- Orientations to all Sectors of Support to Inclusion.
- Preparation of texts for lectures.

See **ANNEX 10 – Natália's School Inclusion.**

## **H – Project “Awakening”.**

This project offers services to gifted students enrolled in inclusive schools, through curricular enrichment, acceleration of the teaching-learning process and availability of extracurricular courses in specific talents.

It was accomplished through agreements and partnerships with governmental and non-governmental institutions in order to offer activities in several areas of interest to gifted students and to promote the development of their general and specific talents.

An analysis was performed of Student Giftedness Identification Forms in 24 Regional Sub-Departments of Education. After that, guidance was provided to parents, schools and Sectors of Support to Inclusion concerning the services needed by gifted students.

## **I – Project “Creative Space”.**

This project offers awareness raising and mobilization guidance to schools and the community about the importance of art in the process of learning construction, not only by allowing them access to existing arts but also by helping them create their own products as a result of their individual differences and studying conditions being met while performing experiences with art in several contexts.

Partnerships and interfaces were established with governmental and non-governmental organizations in order to hold seminars, meetings, training courses, fairs and events that would productively stimulate inclusive participation of persons with special needs in society. Inclusive chorals, inclusive theater and inclusive dance groups were organized. The local culture was strengthened in several regions of the state. [See the section **2.6.3 – D – Consolidation (year 2002), number 1**]

## **J – Project “Prevention”.**

Through interfaces and partnerships established among schools and governmental and non-governmental agencies, an awareness raising work was done with students, educators, families and the society at large about the necessary steps to be taken in the early prevention and detection of disabilities.

### **2.6.3 – Annual Operationalization of the State Program**

The actions of the State Program of Education for Diversity in an Inclusive Perspective were scheduled for four years (one government term), and each year was dedicated to a different type of operationalization. The State Program performed the following actions along the first four years:

#### **A – Awareness Raising (year 1999).**

During this year, the following actions were taken:

[1] Elaboration of the State Program of Education for Diversity in an Inclusive Perspective (The State Program, for short).

[2] Training course on Inclusive Education for 80 teachers and school principals as multiplier agents. See **ANNEX 1 – Training Courses in 1999.**

[3] Restructuring of special schools into Reference Units (UR).

[4] Realization of regional seminars, meetings and study cycles about education for diversity, where approximately 20.000 people attended.

[5] Option for gradual implantation.

[6] Criteria for choosing the first regular schools to be made inclusive (by region, by the demand, by schools that offered special classes in the past, by schools that had received students with special needs to be “integrated” in regular classrooms).

#### **B – Implantation (year 2000).**

The following actions were taken in 2000:

[1] Official launching of the State Program, in a solemnity with 2,000 persons and presence of the Governor, State Secretaries and representatives from the Ministry of Education, and other official agencies.

[2] Implantation of the State Program in the first 17 schools located in the capital city, reaching 320 teachers (125 of them had specialization) and 6,800 students (1,560 of them had a disability) and 38 schools inland.

[3] Implantation of 13 schooling service in hospitals (10 in the capital and 3 inland), attending a total of 3,500 students and illiterate escorts).

[4] Restructuring of 35 special schools into Reference Units (1 in each Regional Sub-Department of Education and 2 in the capital). The State Department of Education was in

charge of all the schooling activity and the Reference Units were given the mission to work in close interfaces with the State Department of Health and the State Department of Social Assistance. See **ANNEX 8 – Leonardo’s School Inclusion.**

[5] Structuring of Sectors of Support to Inclusion (7 in the capital and 34 inland), each one of them composed by educator, psychologist, speech therapist, social worker, sign language interpreter and sign language instructor.

[6] On-the-job training (7 courses, reaching 2,100 professionals). See **ANNEX 2 – Training Courses in 2000.**

[7] Itinerant laboratories – They consist of organized regional events in which the Superintendent of Special Education and his technical staff (and, sometimes, the inclusive education consultant) visit all the Regional Sub-Departments of Education as well as the circumscribed municipal districts and schools of each region and other social segments of local communities, in order to exchange experiences and information and to strengthen local and regional inclusive actions. Altogether, 36 laboratories were organized, reaching 25,000 people.

### **C – Expansion (year 2001)**

During this year, the following actions were taken:

[1] A total of 315 inclusive schools (13 in the capital and 285 inland), distributed in all of the Goiás municipal districts (reaching 630 teachers and 12,600 students).

[2] Strengthening of Reference Units.

[3] Strengthening of all Sectors of Support to Inclusion.

[4] Staff training (13 courses, reaching 3,521 professionals). See **ANNEX 3 – Training Courses in 2001.**

[5] Itinerant laboratories in 37 Regional Sub-Departments of Education, reaching 29,579 persons.

### **D – Consolidation (year 2002)**

The following actions were taken in 2002:

[1] Partnerships with municipal districts for the implantation of inclusive municipal schools. A total of 150 municipal districts (60,9% of all districts in Goiás) participated in the State Meeting of Municipal Secretaries of Education. During this meeting, 136 secretaries signed the Protocol of Agreement (benefiting 256 teachers and 5,120 municipal students) and 45 secretaries asked for a deadline to study the State proposal with their Mayors (See the section **2.6.2 – F – Project “Walking Together”**).

[2] Itinerant laboratories in 11 regions, involving 1,200 people.

[3] On-the-job training, with 29 Brazilian Sign Language courses (reaching 1,160 teachers from all over the state of Goiás), 5 Braille and soroban courses (reaching 200 teachers), 1 Theories of Practices for Diversity course (reaching 139 professionals), 1 Education for Diversity in an Inclusive Perspective course (reaching 188 educators) and 38 Mediation of Pedagogical Practices in Education for Diversity courses (in 37 Regional Sub-Departments of Education, reaching 1,900 teachers or around 50 per course). See **ANNEX 4 – Training Courses in 2002.**

[4] Municipal seminars for the implantation of the State Program, organized by 128 municipalities, involving approximately 200 persons per municipal district.

[5] 2<sup>nd</sup> National Meeting on Schooling Service in Hospitals (reaching 1,200 participants) and State and Regional Meetings (with an audience varying from 200 to 600 participants).

[6] Four regional meetings with the families, reaching 2,800 persons.

[7] Educational meetings for strengthening the pedagogical actions in inclusive schools, in the 37 Regional Sub-Departments of Education, reaching 8,600 persons (Themes: inclusive education, learning difficulties, visual communication difficulties, hearing communication difficulties, and syndromes).

## **2.7 – Evaluation Process of the State Program**

The evaluation of the effectiveness and efficiency of the State Program consisted of a continuous, non-timed process, based on the daily routine of inclusive schools and open to all interested parties who wished to manifest (react) positively or negatively about how the implantation of the State Program's 10 Projects was occurring. All the actions accomplished served as a basis to produce feedbacks on part of the users, collaborators, teachers, principals, parents, consultant, support professionals, as well as the central technical team members whose self-critical attitude helped them be open, during four years, to an array of complaints, suggestions, praise and other spontaneous expressions of all the community involved by the State Program.

The Statewide Education Program for Diversity from an Inclusive Perspective has been in operation for almost six years now. During this period of time, it has been evaluated also by a number of educational officers, teachers, undergraduate and graduate students and other persons, who have asked permission of the State Department of Education, the Office of Special Education, the Regional Sub-Departments of Education, the Support Services to Inclusion and the inclusive schools in order to visit, observe, follow along and even do internships and write dissertations based on the experience of Goiás. The oral and written observations made by so many people have shown what worked well and the shortcomings as well. These observations have, of course, helped the State Program staff all over the state of Goiás strengthen the positive points and correct the negative ones. In short, the Statewide Education Program for Diversity in an Inclusive Perspective continues to be improved each day thanks to plentiful observations received in every inclusive school of the state of Goiás.

## CHAPTER 3 – CONCLUSION

### 3.1 – Reflecting on positive aspects and limitations

The above mentioned numbers reflect the quantitative aspects achieved, which are quite significant considering the size of Goiás State and its student population. It is worth mentioning here the quality of the implementation regarding inclusive education (effort of the organizers and collaborators in organizing the events) and the production quality demonstrated by teachers, students, coordinators, supervisors, principals and other persons in the daily routine of inclusive schools.

The process of implementing inclusion has always been accompanied by complementary resources such as: 12 videos produced by the State Program (focusing the major inclusive education themes) that the multiplier participants received after their training, so that they would be able to use them when multiplying courses. They also received a summary of lessons provided by lecturers and instructors and by the consultant, as well as a package of books about inclusive education handed in to all Regional Sub-Departments of Education and banners for awareness raising activities, among other things.

The limitations were due to factors such as: the large territorial extension of Goiás State; the long displacement time needed for professionals from the Sectors of Support to Inclusion to travel through municipal districts, and for the central technical team members to travel to the inland region; the shortage of time to do everything that has been planned; the shortage of financial resources [in spite of the 10,624,552.00 reais (Brazilian currency) made available and used in four years, it would be necessary more resources]; the shortage and/or lack of certain human resources in certain regions of the state.

In spite of these obstacles, the State Program of Education for Diversity in an Inclusive Perspective fulfilled the planned goals and it was successful in accomplishing its four phases: awareness raising, implantation, expansion, and consolidation - without trauma and favoring motives of pride and satisfaction to thousands of persons.

In parallel to the State Program implantation, there were two facts of national encompassment. The first was the approval of the Federal Decree no. 3.298, in December 20, 1999. It maintains the integrationist vision when determining “*the compulsory registration, in regular courses at public and private establishments, of a disabled person able to be integrated in the regular education system*” [the underline is mine]. Why only persons with disabilities who are able to be integrated? Who decides whether a person is able to be integrated and how is this decided? And what about those persons who are considered not able to be integrated in regular schools?

And the second fact was the approval of Resolution CNE/CEB no. 2, in September 11, 2001, which is considered as an advancement towards inclusion. Its 2<sup>nd</sup> clause establishes that “*The education systems should register all the students, and each school unit should organize itself in order to serve students with special educational needs, assuring the necessary conditions for a quality education for all*” [the underlining is the author’s]. When we examined the text of this Resolution, we found that its main points

have already been met by the State Program of Education for Diversity in an Inclusive Perspective since 1999.

### **3.2 – Advancements and determining factors for the success of the State Program**

In general terms, there have been several advances since 1999 in the realm of education of persons with special needs in Goiás. Such developments are reflected by the following most important achievements:

- 1) Effective change of mentality (from integration to inclusion) no matter where the inclusive education has come to, from schools, families, students with and without special needs and professionals in general, to authorities, university students and other persons;
- 2) Effective architectural change in schools and urban spaces;
- 3) Effective change in the methodologies, instrumentation, the communication formats (conventional, Braille, Brazilian Sign Language, computer and so on) and in policies and legislations;
- 4) Effective change in the focus given by Goiás media to the matters regarding special needs and school inclusion.

Some subjective factors contributed to the success of the State Program: the sound belief in the inclusion paradigm, the understanding that time has come for education systems to be restructured, the trust in the ability of all students regardless of their personal conditions, the self-confidence of teachers and other education professionals to face the challenge of school inclusion, the willingness to do and to make happen, the wish to build a better world through inclusive schools, among others.

### **3.3 – Future developments and challenges to the State Program**

Ever since the beginning of the State Program in 1999, it was decided that the next Government (whose members could be others) would, in 2003, receive the State Program as a consolidated reality, in which there would be only an additional need to assist those schools that were not yet inclusive. With the re-election of the Governor and the maintenance of the technical staff at the Office of Special Education, this additional work has already begun. For instance, in 2003, the training courses offered dealt with: Brazilian Sign Language course (at 4 levels) and Practice and Training and Education of Teachers in Response to Present Pedagogical Needs (2 modules). See **ANNEX 5 – Training Courses in 2003**.

For the period beginning 2003 through 2006, there is the intention of working for the accomplishment of the following inclusive education dimensions – the implantation of the six accessibility dimensions in ALL SCHOOLS and the improvement of inclusive practices of ALL PEOPLE involved in the teaching-learning process so that ALL STUDENTS exert fully and happily their right to learn.

The Government of Goiás, by using all its Departments and all of its programs for social inclusion, wishes to enroll ALL CHILDREN, with or without a disability, who are still away from schools and to continuously improve the quality of education it offers, for instance in terms of students' reading skills, reduction of dropout rates, and reduction of repeater rates.

In this respect, in 2003 alone, the State Program of Education for Diversity in an Inclusive Perspective already served 5,880 students, trained 4,161 classroom teachers, covered 246 Goiás municipal districts (100%) and 479 state schools, investing the amount of 4,188,552.94 reais on these services.

The number of new students with disabilities served by the State Program is marked with an asterisk starting in year 2000, as shown in the table below:

<b>Phase of the State Program</b>	<b>Year of operation</b>	<b>Number of students with disabilities</b>
Awareness Raising	1999	9,000
Implantation	2000	3,547 *
Expansion	2001	2,994 *
Consolidation	2002	5,312 *
Continuation	2003	5,880 *
<b>TOTAL</b>		<b>26,733</b>

Observation: The 9,000 students with a disability served in 1999 are those who were already enrolled in 1998 in special schools and special classrooms of the State System of Education and were maintained attending school while the State Program was developing its Awareness Raising phase. From the year 2000 on, due to closing of special classrooms and to modification of special schools into reference units, the majority of these 9,000 students were transferred to inclusive classrooms and those with much severe disabilities were transferred to reference units. The numbers with an asterisk are those of NEW students with disabilities added each year, bringing its total to 17,733 students. So, 9,000 plus 17,733 equals 26,733 students with disabilities.

See more in **ANNEX 6 – Demonstration of the State Program’s Overall Results (1999-2003)**.

### **3.4 – Sustainability of the State Program along the future governmental administrations**

The State Program of Education for Diversity in an Inclusive Perspective, pioneer in Brazil for having been implanted in 1999, should be maintained by future government administrations, by the simple fact that, presently, the inclusive education policy is definitely incorporated into the legislation at national level. Nothing will justify the discontinuation of the State Program of Education for Diversity in an Inclusive Perspective. The National Secretary of Special Education, of the Ministry of Education, already started

in 2003, and proceeds through 2006, the implementation of the Inclusive Education Program – Right to Diversity. See **ANNEX 14 – Federal Inclusive Education Program – Right to Diversity**.

The major juridical documents, which assure the maintenance of the national policy for the creation of inclusive educational systems at the state and municipal districts levels, as well as in private education systems, are the following:

- **Directives and Bases of National Education Law** (Law no. 9.394, December 20<sup>th</sup>, 1996). Clause 4<sup>th</sup>, III, establishes that the specialized educational services to disabled people should be provided preferably in the regular educational system.
- **National Education Policy** (Law no. 10.172, January 10<sup>th</sup>, 2001, whose section 8 deals with special education).
- **Sentence no. 17 – National Directives for Special Education in Basic Education** (July 3<sup>rd</sup>, 2001). It is an extensive technical document accomplished by the Basic Education Chamber, of the National Education Council. Sentence 17 served as a basis for Resolution no. 2, September 11<sup>th</sup>, 2001.
- **Resolution no. 2 – National Directives for Special Education in Basic Education** (September 11<sup>th</sup>, 2001). The National Education Council approves the Resolution 2, the first of its kind with legal power to defend the implantation of inclusive schools on the perspective of a society that welcomes human diversity and individual differences. In this way, Clause 2<sup>nd</sup> is quite clear: *“The education systems should register all the students, and each school unit should organize itself in order to serve students with special educational needs, assuring the necessary conditions for a quality education for all”*. And it defines what conditions determine special educational needs and what steps are necessary to do school inclusion.
- **Decree no. 3.956**, October 8<sup>th</sup>, 2001. It promulgates the Inter-American Convention for the Elimination of All Forms of Discrimination Against Disabled People, also known as the Guatemala Convention, and incorporates the text of this Convention, which was approved June 6<sup>th</sup>, 1999 by General Assembly of the Organization of American States (OAS). Clause III, 1, letter “a”, mentions the educational matter.
- **Order MEC no. 3.284** – November 7<sup>th</sup>, 2003

This government order establishes the accessibility requirements for persons with a disability, in order to instruct the authorization of university level courses and the accreditation of university institutions [this government order revokes Law no. 1.679, December 2<sup>nd</sup>, 1999].

- **Law no. 10.845** - 2004

This Law institutes the Program of Complementation to Specialized Educational Service to persons with disabilities.

### **3.5 – Exemplariness of the State Program for other Brazilian states or other countries**

The Goiás State experience may be reproduced in other Brazilian regions, following exactly the same principles and directives of inclusive education but taking into consideration the local reality in historical, political, geographical, economical, cultural and social terms. And, by the way, it is worth mentioning that Minas Gerais State adopted, from August 2001 to date, the Goiás model, under technical advice from the same consultant who had oriented Goiás experience. And the inclusive education program of Minas Gerais State was maintained by the new governmental administration (2003-2006).

Being Goiás and Minas Gerais States located in central-western region of Brazil and considering that their population and economic development represent the average of the nation, it is reasonable to conclude that Goiás experience may be reproduced, with regional or local adaptations, in other parts of Brazil. As a matter of fact, the consultant himself could notice this exemplariness as he has been traveling all around Brazilian territory, in the last 6 years, providing consultancies, courses and lectures on inclusive education matters.

For the same reason, we could conceive that the experience brought about in the State of Goiás may well be reproduced in other Latin American countries whose historical, political, geographical, economical, cultural, and social realities have certain similarities with the reality in Brazil.

# ANNEXES

## ANNEX 1 – TRAINING COURSES IN 1999

Course or activity	Target audience	Participants	Duration	Location
Studies on Inclusive Education (module 1)	Educators, psychologists, social workers	56	40 hours	Goiânia
Studies on Inclusive Education (module 2)	The same	47	40 hours	Anápolis

## ANNEX 2 – TRAINING COURSES IN 2000

Course or activity	Target audience	Participants	Duration	Location
Introduction to Brazilian Sign Language on an Inclusive Perspective: Level 1	Teachers of state inclusive schools	3 groups: 68, 49 and 50	40 hours	Caldas Novas
Introduction to Braille System on an Inclusive Perspective	Teachers	2 groups: 31 and 43	40 hours	Goiânia
Introduction to Methods and Techniques of Soroban on an Inclusive Perspective	Teachers	2 groups: 39 and 40	40 hours	Goiânia
Curricular Evaluation and Adaptation	Teachers	70	40 hours	Pousada do Rio Quente
Building a Pedagogical Proposal for Persons with Intellectual Disability	State Central staff, multipliers from the Regional Sub-Departments of Education, and method and resource teachers	87	40 hours	Caldas Novas

## ANNEX 3 – TRAINING COURSES IN 2001

Course or activity	Target audience	Participants	Duration	Location
Writing and Reading using Braille System, and Calculus with using Soroban	Teachers from Sectors of Support to inclusion (capital and inland)	72	120 hours	Caldas Novas
Mediation of Knowledge in Alternative Classrooms for Young and Adult Students	Teachers of alternative classrooms for young and adult students	82	40 hours	Pousada do Rio Quente

### ANNEX 3 – TRAINING COURSES IN 2001 (continued)

Course or activity	Target audience	Participants	Duration	Location
Building of Knowing in Inclusive School	Coordinators and teachers from Sectors of Support to Inclusion (capital and inland)	89	40 hours	Caldas Novas
Educational Policy	Educators, psychologists, speech therapists, social workers	89	40 hours	Caldas Novas
Multiple Intelligences in Inclusive Education	Teachers	85	40 hours	Caldas Novas
Speech Therapy Work at School	Speech therapists	41	40 hours	Caldas Novas
Dynamics for Working Limits and Discipline in the Classroom	Psychologists	52	40 hours	Caldas Novas
Social Work in Inclusive Schools	Social workers	36	40 hours	Caldas Novas
Improvement of Brazilian Sign Language Instructors: Phase 1	Instructors	41	40 hours	Caldas Novas
Work of the Brazilian Sign Language Interpreter in Inclusive Schools	Interpreters	80	40 hours	Caldas Novas
Brazilian Sign Language: Levels I, II, III and IV	Teachers, coordinators and central staff	2.503	160 hours	35 Regional Sub-Departments of Education
Training of Professionals from the <i>Sectors of Support to Inclusion</i> and from Inclusive Schools	Speech therapists, psychologists, interpreters and instructors	4 groups: 48, 39, 68 and 42	40 hours	Caldas Novas
Preparation of Aides in the following areas: Intellectual Disability, Giftedness, Syndromes, Visual and/or Hearing Disabilities	Central staff members and Sectors of Support to Inclusion members	5 groups: 39, 20, 22, 26 and 36	40 hours	Caldas Novas

### ANNEX 4 – TRAINING COURSES IN 2002

Course or activity	Target audience	Participants	Duration	Location
Theories and Practices for Diversity	Psychologists, speech therapists and social workers	3 groups: 28, 38 and 73	40 hours	Caldas Novas
State Program of Education for Diversity on an Inclusive Perspective	Educators	188	40 hours	Caldas Novas
Mediation of Educational Practices in Education for Diversity	Psychologists and speech therapists	1,011	80 hours	35 Regional Sub-Departments of Education
Mediation of educational Practices in Education for Diversity	In progress – Resolution no. 97 – July 7, 2002			
Brazilian Sign Language: Levels I, II, III and IV	In progress – Resolution no. 97 – July 7, 2002			
Writing and Reading using Braille System, and Calculus using Soroban	In course – Resolution n no. 97 – July 7, 2002			

### ANNEX 5 – TRAINING COURSES IN 2003.

Course or activity	Target audience	Participants	Duration	Location
Brazilian Sign Language: Levels I, II, III and IV	In progress – Resolution no. 97 – July 7, 2002			
Practice and Preparation of Teachers in Response to Present Educational Needs	In progress – Resolution no. 97 – July 7, 2002			

### ANNEX 6 – Demonstration of the State Program’s Overall Results (1999-2003)

Year	Students Served	Teachers Trained	Municipal Districts Served	Schools Served	Resources Allocated
1999	-	-	-	-	-
2000	3,547	3,789	246	54	289,448.00
2001	2,994	4,532	246	281	1,550,000.00
2002	5,312	4,130	246	363	1,618,624.94
2003	5,880	4,161	246	479	730,480.00
Total	17,733	16,612	246	1,177	4,188,552.94

## ANNEX 7 - Demonstration of State and Municipal Schools included in the State Program

CMD = circumscribed municipal districts  
PMD = partner municipal districts  
SS = state schools  
MS = municipal schools

CSS = covenant state schools  
CMS = covenant municipal schools  
MSS = municipal special schools  
IS = inclusive schools

Regional Sub-Departments of Education	CMD	PMD	SS	MS	CSS	CMS	MSS	IS
Anápolis	13	6	70	154	14	3	1	40
Aparecida de Goiânia	5	4	66	49	21	4	1	120
Campos Belos	6	3	16	11	-	-	-	5
Catalão	10	3	34	45	3	1	3	10
Ceres	77	6	24	25	2	-	1	15
Formosa	6	3	35	87	4	1	1	92
Goianésia	7	7	41	82	3	-	2	50
Goiás	9	4	34	110	2	1	1	9
Goiatuba	5	2	10	23	-	-	1	13
Inhumas	11	4	31	51	-	-	1	41
Iporá	9	5	32	49	1	1	1	22
Itaberaí	3	3	11	11	2	-	-	6
Itapaci	4	-	12	26	1	1	1	6
Itapuranga	5	3	29	25	-	-	1	5
Itumbiara	6	6	28	34	3	-	3	31
Jataí	9	8	22	54	2	-	2	3
Jussara	6	2	16	49	1	-	7	9
Luziânia	5	4	57	109	2	-	2	66
Minaçu	2	1	6	19	1	-	1	3
Mineiros	4	2	13	8	1	1	-	7
Morrinhos	7	4	28	41	3	-	1	49
Metropolitana	1	-	167	141	29	70	7	37
Palmeiras	9	5	24	40	1	1	-	44
Piracanjuba	6	-	19	34	1	-	-	10
Piranhas	5	3	21	16	-	-	2	12
Pires do Rio	5	1	19	39	5	-	-	26
Planaltina	6	5	36	138	-	-	7	6
Porangatu	8	7	22	52	3	-	1	18
Posse	11	5	38	141	-	-	-	12
Quirinópolis	5	5	23	10	-	-	2	23
Rio Verde	4	22	23	61	-	-	2	3
Rubiataba	5	3	20	35	-	1	1	25
Santa Helena	4	3	13	17	1	-	1	11
São Luís de Montes Belos	9	3	28	20	-	-	1	9
São Miguel do Araguaia	4	4	25	20	3	-	1	9
Silvânia	7	1	23	43	4	-	1	7
Trindade	8	7	50	52	4	-	1	11
Uruaçu	10	6	38	104	1	-	3	9
TOTAL	246	140	1.204	2.052	121	85	61	874

*Source: Regional Sub-Departments of Education of the State of Goiás*  
Data collected between June 22 and 25, 2004

## **ANNEX 8 – LEONARDO’S SCHOOL INCLUSION**

Leonardo was two and a half years old and still wasn’t walking, wasn’t speaking and presented very little tolerance to noise and physical contacts. When he was four years old, his diagnosis was microcephaly and, as a consequence, he had a delay in his neuro-psycho-motor development. He was referred to our inclusive school by the Regional Rehabilitation Center. The purpose was providing Leonardo with socialization opportunities next to children of his age.

Our pedagogical proposal for Leonardo, in an inclusive perspective, aimed at developing his socialization and communication skills. We provided him with playful opportunities in his daily relationship with other children.

Presently, he doesn’t cry anymore, he learned to walk, he loves playing ring-around-the-rosy, singing and dancing. He already communicates orally using isolated words with meaning. He complies with simple orders.

Other children have always respected Leonardo’s singularity and accepted him unconditionally.

The success of this experience shows the importance of starting the inclusive process as early as possible, which increases the chances of reducing the deficits and reinforcing the competences of children with special educational needs.

*Ivanise Rezende Ferreira,*  
teacher from Escola Estadual Augusto Monteiro de Godoy,  
in Pires do Rio – GO

## **ANNEX 9 – LUIZ’S SCHOOL INCLUSION**

Luiz, a student with Asperger syndrome, came to us bearing the label of a “difficult person”, “aggressive” and, mainly, “that one who wasn’t able to learn”. The referral report mentioned that he was called “crazy” because he spoke idiosyncratic words and, simultaneously, he used to catch a chewing gum from the garbage and chew it.

As a matter of fact, Luiz was not understood when presenting features that are peculiar to him, such as: resistance to traditional teaching methods, laughs and bursts of laughter without a visible reason, behavior simulating deafness, behavior of biting himself when he didn’t understand what the teacher said. He scared persons uninformed about such syndrome.

Through our Project “R3-Doing”, we’ve taken advantage of the memory ability and interest for social matters demonstrated by Luiz. With what he learned attending this project, the teacher has got acquainted with different ways of teaching and communicating with him.

In inclusive education, everyone is involved in the teaching-learning process. And in this sense, Luiz family’s contribution was most valuable, and so was the contribution of resource and support teachers so that Luiz could perform well his school activities. Participating in contests at school and doing mathematics calculations, which he wasn’t able to do before, Luiz is surprising us all the time. The support teacher suggested that, two months from now, he should write more with the pen, to which he commented: “You mean that the pencil will retire?” Before he only understood what was literal.

Presently, Luiz is attending the 8<sup>th</sup> grade of junior high school, at our School. This report is signed jointly by the principal of the school, the parents of the student and myself.

*Celma Maria de Oliveira Alves,*  
Pedagogical coordinator,  
from Colégio Estadual Leo Lynce, in Piracanjuba – GO.

## **ANNEX 10 – NATÁLIA’S SCHOOL INCLUSION**

Natália is deaf and, when she started studying, our school didn’t provide her pedagogical follow-along correspondent to the inclusion philosophy. And, consequently, her alphabetization process was jeopardized.

In 2000, this school became inclusive and so was apt to provide Natália with the necessary supports (like sign language interpreter).

Now, she is 13 years old and is attending the 6<sup>th</sup> grade of junior high school. She shows interest and facility in socializing and studying. She participates successfully in all the activities proposed, such as: table tennis, futsal, choral in sign language, and computer science class.

*Solange Maria Vieira Pucci,*  
Supervisor of Technical Pedagogical Department,  
from Escola Estadual Dom Prada,  
in Uruaçu - GO

## **ANNEX 11 – FERNANDO’S SCHOOL INCLUSION**

Fernando has intellectual disability and presents limitations in learning. He began studying in a Reference Unit in 2000. From 2001 on, he has been in the alphabetization process in our school, which is inclusive. Due to his age (19 years), he was placed in an alternative classroom with other young adults.

In 2003, he participated in a municipal contest called “Water, Source of Life”. This contest has rigorous criteria, and expert professionals who don’t know the participants select the best ones. Fernando’s work won the first prize.

In 2004, he attends the 2<sup>nd</sup> grade with a satisfactory level in writing and reading process. The progress of this student’s learning process was possible thanks to the work of titular teachers, resource teachers and the whole school community, including his family (under the orientation of the Sector of Support to Inclusion) and, presently, also by the Multidisciplinary Team of Educational Support, that has developed lectures, study cycles, pedagogical meetings, regional seminars, Brazilian Signs Language courses and support meetings in general.

*Multidisciplinary Team of Educational Support*  
from Colégio Estadual Dr. Francisco Antonio de Azevedo,  
in Uruaçu – GO

## ANNEX 12 – VIVIANE’S SCHOOL INCLUSION

Viviane, attending the 5<sup>th</sup> grade of junior high school, had all the disciplines ministered at her home, from 7 a.m. to 11 a.m., in all the school year days, except when she went for health treatment sessions in a hospital. On these occasions, Viviane takes her school lessons along with her and has extra-classes on Saturdays.

Viviane’s learning was extraordinary. She is participative, diligent, and assiduous, with a great ability of understanding and assimilation. In all classes, she is a resolute student and demonstrates a good character. She presents a very good humor, is joyful and positive in spite of her health precariousness. She is always in good terms with life. Her presence is a life example.

While the school year of 2003 comes to an end, I am very satisfied and very happy by noticing how much Viviane learned and developed. During the whole year, she devoted strongly to the studies and her effort, interest and intelligence helped her to overcome her health limits.

It’s quite rewarding observing this intellectual and critical development on Viviane’s part, but it’s also important to emphasize that this was possible only because there was an opportunity for her to have access to knowledge and because, at any moment, she felt excluded from the school community.

All of us know the interest and compromise kept by the State Department of Education and by its staff, not only concerning Viviane, but also with other students, who, for health reasons, cannot attend a regular classroom. It’s wonderful knowing that, presently, Goiás State can serve students with such precarious health conditions. Viviane was successful earning the best grades of her group. These were the grades achieved by Viviane: Portuguese (9,7), Math (9,8), Sciences (10,0), Religious Education (9,9), Physical Education (10,0), Artistic Education (10,0), Geography (9,9) and History (9,8).

*Célia Martins Gonçalves,*  
teacher from Escola Estadual Pedro Alves de Moura,  
in Rubiataba – GO

## **ANNEX 13 - STATE AND FEDERAL LEGISLATIONS IN FORCE FROM 1953 TO 1998**

At the state level, the Instituto Pestalozzi was created by Law no. 926/53 in Goiânia, the state Capital. This is a state institution which started offering special education services to children and adolescents with disabilities in 1955. In the following 40 years, several legal instruments (for instance, Law no. 8.780/80, Government Directive no. 1.674/82, Law no. 10.160/87, Resolution no. 121/91, Resolution no. 727/93, Complementary Law no. 26/98, Constitution of Goiás/89) provided structures to the organization of a service that would coordinate the special education actions. Since 1987 (through Law no. 10.160, April 9, 1987), this service was called OFFICE OF SPECIAL EDUCATION, within the State Department of Education. At first, the objective of this office was to formulate, enforce policies, plan, coordinate, supervise, advise on, and implement special education programs at pre-school level, as well as in elementary, junior and high schools, based on the principles of integration, normalization, individualization, and regional decentralization.

At the federal level, three laws were signed concerning the bases for the National Education (no. 4.024 in 1961, no. 5.692 in 1971 and no. 9.394 in 1996), and the National Center of Special Education was created by Decree no. 72.425 in 1973. This Center was located initially in Rio de Janeiro and, several years afterwards, it was moved to Brasília, and since then it is known as the National Secretary of Special Education, of the Ministry of Education. The new Federal Constitution was enacted in 1988 and the Child and Adolescent Act was signed in 1990.

As for the integrative practices performed between 1953 and 1998, it should be noted that school integration is the traditional process of adjusting students to the physical, administrative, curricular, pedagogical, and political structures of the school. The integration operates on the assumption that the students must be able to learn according to a criterion pre-established by the school system. In the case of students with disabilities (be they intellectual, hearing, visually, physically, or multiple), the regular school conditioned their acceptance to a certain level of readiness that only special schools (and, in a few cases, the special classes) could develop. And even after being accepted under this condition, these students were exposed to being returned to special classes or special schools if, later on, they presented learning and/or relationship difficulties.

## **ANNEX 14 – THE FEDERAL INCLUSIVE EDUCATION PROGRAM – RIGHT TO DIVERSITY**

National Secretary of Special Education  
Ministry of Education  
E-mail: [seesp@mec.gov.br](mailto:seesp@mec.gov.br)  
Website: [www.mec.gov.br](http://www.mec.gov.br)

Inclusive education is a movement that encompasses education as a fundamental human right and basis for a society that is fairer and more solidary.

This movement is concerned with serving all children, young people and adults, in spite of their characteristics, disadvantages or difficulties, preparing all schools for serving them in the community, and concentrating on those who have being more excluded from educational opportunities.

During its history, Brazil has gradually made efforts in search of becoming a society that recognizes and respects the diversity of its people, and to which it answers with quality. To this end, the National Secretary of Special Education has assumed the compromise to stimulate the policy of creating inclusive educational systems, supporting the implementation process in all municipal districts and in Federal District, putting together resources from the community, and signing agreements and partnerships to assure the service to meet the special educational needs of all students.

It is the Federal Government, through the Ministry of Education, valuing the special education.

### **OBJECTIVE**

To assure the access and the permanence of all children, young people and adults with special educational needs in the regular educational system, as well as to disseminate the policy of creating inclusive educational systems and supporting the implementation process in municipal districts all over the country.

### **SPECIFIC OBJECTIVES**

- To subsidize philosophically and technically the transformation process of the Brazilian educational system into an inclusive educational system.
- To raise awareness and involve the society in general and the school community in particular.
- To train school managers and educators of the pole-municipal districts so they can implement the inclusive education policy in their respective municipal district and in the districts covered by each pole.

## GOALS FOR 2004

To train 114 (one hundred and fourteen) pole-municipal districts to work as multipliers in 2,000 municipal districts in the area covered by each pole, offering Training Courses for School Managers and Educators in the inclusive education perspective.

## FOCUS OF THE PROGRAM

- Society's awareness raising in order to assure the right of special educational needs students.
- Creation of a support network to the educational and social inclusion policy.
- Establishment of agreements with governmental and non-governmental agencies.
- Training of school managers and educators for the implantation of inclusive education in the Brazilian educational system.

## PERIOD OF TRAINING

2003 to 2004.

## POLE-CAPITALS AND POLE-MUNICIPAL DISTRICTS

### Aracaju

- Propriá

### Belém

- Altamira
- Santarém

### Belo Horizonte

- Betim
- Governador Valadares
- Juiz de fora
- Montes Claros
- Patos de Minas
- Poços de Caldas
- Uberaba

### Boa Vista

- Caracaraí
- São Luís do Amauá

### Campo Grande

- Corumbá
- Coxim
- Dourados
- Paranaíba

### Cuiabá

- Alta Floresta
- Pontes e Lacerda
- Rondonópolis
- Sorriso

### Curitiba

- Cascavel
- Cruzeiro do Sul
- Guarapuava
- Londrina
- Maringá
- Ponta Grossa

- Umuarama

#### Florianópolis

- Blumenau
- Caçador
- Chapecó
- Criciúma

#### Fortaleza

- Cascavel
- Juazeiro do Norte
- Sobral

#### Goiânia

- Anápolis
- Formosa
- Itumbiara
- Porangatu

#### João Pessoa

- Campina Grande
- Itabaiana
- Patos

#### Macapá

- Calçoene
- Oiapoque

#### Maceió

- Arapiraca
- Santana do Ipanema

#### Manaus

- Benjamin Constant
- Parintins
- São Gabriel da Cachoeira

#### Natal

- Currais Novos
- Mossoró
- Pau de Ferros

#### Palmas

- Araguaína
- Gurupi
- Tocantinópolis

#### Porto Alegre

- Bagé
- Caxias do sul
- Passo Fundo
- Pelotas
- Santa Maria
- Santo Ângelo
- Uruguaiana

#### Porto Velho

- Ji-Paraná
- Vilhena

#### Recife

#### Rio Branco

- Brasília
- Cruzeiro do Sul
- Feijó

#### Rio de Janeiro

- Campos dos Goitacazes
- Niterói
- Nova Friburgo
- Volta Redonda

#### Salvador

- Barreiras
- Feira de Santana
- Juazeiro
- Vitória da Conquista

#### São Luís

- Balsas
- Imperatriz

#### São Paulo

- Araçatuba
- Campinas
- Ourinhos
- Presidente Prudente
- Ribeirão Preto
- São José do Rio Preto

#### Teresina

- Campo Grande do Piauí
- Parnaíba

- São Raimundo Nonato

Vitória

- Cachoeiro do Itapemirim
- Colatina
- Nova Venécia

## **Till the end of the year, inclusive education will reach 2,000 municipal districts**

Murilo Milhomem  
Brasília, April 2004

The National Secretary of Special Education of Ministry of Education is going to implant, in approximately 2,000 municipal districts all over the country, the program **Inclusive Education: Right to Diversity** till the end of 2004. The National Secretary has already sent to the states and municipal districts a document that will orient the program actions. From May to August, 114 pole-municipal districts will be doing a training course in Brasília, designed to school managers and educators from each town, aiming at the creation of inclusive educational systems. These systems allow the access of special needs students to regular schools, providing more interaction among the students and, consequently, improvement on their output.

The pole-municipal districts were chosen among those that present conditions of disseminating the information to other municipal districts in the region and whose representatives attended the first training course, held in Brasília in November 2003. Each representative will reproduce training courses to school managers and educators in approximately 20 towns of his area, working as multiplier of the proposed actions. The multiplication courses will happen between August and November 2004.

According to the interim secretary of Special Education, professor Claudia Griboski, "It's important to establish partnerships among state and municipal secretaries of education in support to the program, so that the inclusion policy can be effected."

Source: *Assessoria da Imprensa Oficial do Estado de São Paulo*