

# INCLUSIVE EDUCATION AND ONGOING TEACHER TRAINING

NATIONAL AND INTERNATIONAL  
LESSONS LEARNED

alana 



# INCLUSIVE EDUCATION AND ONGOING TEACHER TRAINING

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# INCLUSIVE EDUCATION AND ONGOING TEACHER TRAINING

NATIONAL AND INTERNATIONAL  
LESSONS LEARNED

PRODUCED BY





# FOREWORD

**ANA LUCIA VILLELA**

In 2024, Alana celebrates 30 years of history. Founded in Jardim Pantanal, a neighborhood located in the eastern outskirts of São Paulo's, our socio-environmental impact organization was born with the aim of ensuring the rights of children and adolescents, focusing mainly on protection and care for those in more vulnerable contexts, such as those with disabilities.

This celebration coincides with the Salamanca Declaration, a UNESCO document that is also celebrating its 30th anniversary and has become a standard reference in Brazil and around the world by encouraging the reform and formulation of educational policies and systems from an inclusive perspective.

Over the last three decades, inclusive education has made important progress in legislation, international treaties, policies and programs that reaffirm inclusion and the fundamental right to education for all students so that, ensuring that even those with disabilities have the opportunity to grow, live and learn alongside children and adolescents without disabilities.

Paulo Freire, Brazilian patron of education and my professor in college, stated that people learn

from each other through dialogue and connection with the world. And it is this collectivity – both among us and between us and nature – that shapes us, drawing on diverse sources and knowledge, in an educational pursuit to better understand ourselves, others and the world, and with the possibility of transforming it into an even better place.

In addition to understanding that all people teach and learn, we are fortunate to know that we are not alone. Throughout our school careers, we can count on teachers who dedicate their best efforts to supporting our paths in building other possible worlds. And it is they, individually and also as fundamental members of the collective strategy of a school or education network, who connect the ideal of quality education with the everyday reality of school.

That is why, on the 30th anniversary of both the Salamanca Declaration and of Alana, I have the honor of presenting the executive report of the research **“Inclusive Education and Ongoing Teacher Training: National and International Lessons Learned,”** which values educators and education as a collective project that must have the commitment of all people.

The publication presents eight cases, with national and international insights, which seek to contribute to quality ongoing training of teachers and promote improvements for an inclusive education in which all children and adolescents learn more, and learn better, together in the same classrooms.

The need and desire to make mainstream schools a place for everyone has long been pre-

sent among education professionals and in our society. In 2019, a survey by Alana in partnership with Datafolha already indicated that favorable perceptions of inclusive education were predominant among the Brazilian population: around 90% agreed with the idea that schools become better with inclusion; and almost 80% agreed that children with disabilities learn more in inclusive schools.

Below, we present the results of careful and committed research into the set of policies, programs and organizational structures of eight cases, three of which are in Brazil. Through these lessons, we seek to strengthen the work of teachers in schools.

The dream of a comprehensive and inclusive education is, therefore, our starting and our finishing point. To this end, we make a call to action at the end of this publication to make this dream a reality, with the urgency and priority that our children and adolescents, with and without disabilities, demand.

May we work together to leave no one behind.  
Enjoy your reading!

**Ana Lucia Villela**  
Chairman, Alana



# PREFACE

Thirty years ago, the Salamanca Declaration cemented a global commitment to inclusive education, affirming that all students, regardless of their differences, have the right to learn together in mainstream schools. This landmark decision not only redefined the understanding of inclusion, but also provided important recommendations for transforming educational practices around the world.

This publication, produced by Alana in cooperation with UNESCO and based on research coordinated by Vindas Educação Internacional, Portugal, celebrates the legacy of the Salamanca Declaration by investigating policies and organizational structures for continuing teacher training for inclusive education, drawing on national and international learning. The research highlights the dedication of management, institutions, school communities and experts in understanding and improving their practices to ensure equitable and quality education for all in everyday school life.

Educational inclusion is a complex and ongoing process that goes beyond ensuring that students with disabilities have access to regular schools and classrooms. It requires systemic changes

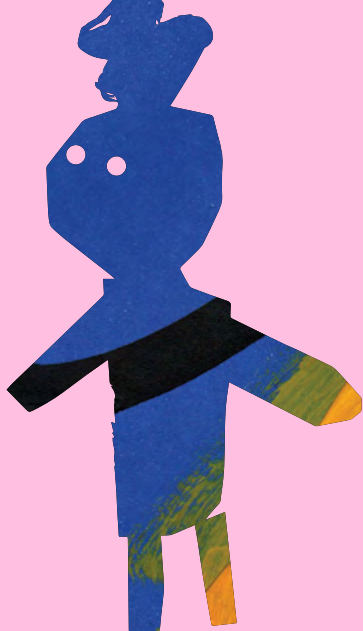
in teaching methodologies, financing methods, teaching materials, school structures and, most importantly, teacher training. Educators are key players in making this transformation happen, and they require ongoing training that prepares them to recognize diversity and promote a truly inclusive learning environment. This is a fundamental and collective commitment to building a school or education network project that must be even greater than the individual training of each person in the school community.

Inclusive education is therefore a question of rights and educational quality. A study by Alana, coordinated by Thomas Hehir of the Harvard Graduate School of Education, shows that inclusive environments benefit all students, promoting respect for differences and preparing them for civic and democratic coexistence. A UNESCO publication, which contains ten recommendations for eliminating barriers and promoting inclusion in schools, highlights in one of them the importance of “preparing, training and motivating education professionals” to teach all students. Ensuring that all teachers are able to take on this challenge is essential to ensuring quality and democratic education.

We hope that this publication inspires changes in continuing education policies and contributes to the construction of a more just and inclusive education system. May the legacy of the Salamanca Declaration continue to guide our efforts and strengthen our commitment to education for all, without discrimination and with equal participation in society.

# LIST OF ACRONYMS

<b>Anep</b>	Administração Nacional de Educação Pública [ <i>National Public Education Administration</i> ]
<b>AVAMEC</b>	Ambiente Virtual de Aprendizagem do Ministério da Educação [ <i>The Ministry of Education Virtual Learning Environment</i> ]
<b>AEE</b>	Atendimento Educacional Especializado [ <i>Specialized Educational Assistance</i> ]
<b>CEB/CNE</b>	Câmara de Educação Básica do Conselho Nacional de Educação [ <i>The National Education Council Chamber of Basic Education</i> ]
<b>CP/CNE</b>	Câmara de Educação Profissional e Tecnológica do Conselho Nacional de Educação [ <i>The National Education Council Chamber of Professional and Technological Education</i> ]
<b>CREAEC</b>	Centro de Referência em Educação e Atendimento Especializado do Ceará [ <i>Ceará Reference Center for Education and Specialized Care</i> ]



**CFAE** Centros de Formação de Associações de Escolas [*School Association Training Centers*]

**Cefire** Centros de Formação, Inovação e Recursos Educativos [*Training, Innovation and Educational Resources Centers*]

**CCPFC** Conselho Científico-Pedagógico da Formação Contínua [*Scientific-Pedagogical Council for Continuing Education*]

**CFE** Conselho de Formação em Educação [*Education Training Council*]

**CMEM** Conselho Municipal de Educação de Maracanaú [*Maracanaú Municipal Education Council*]

**CNE** Conselho Nacional de Educação [*National Education Council*]

**CF** Constituição Federal de 1988 [*Federal Constitution of 1988*]

<b>CDPD</b>	Convenção sobre os Direitos das Pessoas com Deficiência [ <i>Convention on the Rights of Persons with Disabilities (CRPD)</i> ]
<b>Coped</b>	Coordenadoria Pedagógica - Pedagogical Coordination Desenho Universal para a Aprendizagem (DUA) – <i>Universal Design for Learning</i>
<b>ECA</b>	Estatuto da Criança e do Adolescente [ <i>Child and Adolescent Statute</i> ]
<b>EFAPE</b>	Escola de Formação e Aperfeiçoamento dos Profissionais da Educação Paulo Renato Costa Souza [ <i>Paulo Renato Costa Souza School of Training and Improvement for Education Professionals</i> ]
<b>EDI</b>	Espaço de Definição Institucional [ <i>Institutional Definition Space</i> ]
<b>GESPI</b>	Gerência de Educação Especial e Inclusão Educacional [ <i>Special Education and Educational Inclusion Management</i> ]
<b>IDH</b>	Índice de Desenvolvimento Humano [ <i>Human Development Index (HDI)</i> ]
<b>LBI</b>	Lei Brasileira de Inclusão [ <i>Brazilian Inclusion Law</i> ]
<b>Libras</b>	Língua Brasileira de Sinais [ <i>Brazilian Sign Language</i> ]
<b>NAA</b>	Necessidade de Apoio Adicional [ <i>Need for Additional Support</i> ]
<b>ODS</b>	Objetivos de Desenvolvimento Sustentável [ <i>Sustainable Development Goals (SDGs)</i> ]

<b>ONU</b>	Organização das Nações Unidas [ <i>United Nations (UN)</i> ]
<b>Unesco</b>	Organização das Nações Unidas para a Educação, a Ciência e a Cultura [ <i>United Nations Educational, Scientific and Cultural Organization (UNESCO)</i> ]
<b>OCDE</b>	Organização para a Cooperação e Desenvolvimento Econômico [ <i>Organization for Economic Cooperation and Development (OECD)</i> ]
<b>ONGS</b>	Organizações Não Governamentais [ <i>Non-Governmental Organizations (NGOs)</i> ]
<b>PDE</b>	Plano de Desenvolvimento da Educação [ <i>Education Development Plan</i> ]
<b>PNE</b>	Plano Nacional de Educação [ <i>National Education Plan</i> ]
<b>PNEDH</b>	Plano Nacional de Educação em Direitos Humanos [ <i>National Plan for Human Rights Education</i> ]
<b>PNEEPEI</b>	Política Nacional de Educação Especial na Perspectiva da Educação Inclusiva [ <i>National Policy on Special Education from the Perspective of Inclusive Education</i> ]
<b>POC</b>	Professor Orientador de Convivência [ <i>Coexistence Guiding Teacher</i> ]
<b>Seduc</b>	Secretaria de Educação [ <i>Department of Education</i> ]
<b>SME</b>	Secretaria Municipal de Educação [ <i>Municipal Department of Education</i> ]

- Semed** Secretaria Municipal de Educação de Pinhais [*Pinhais Municipal Department of Education*]
- UFC** Universidade Federal do Ceará [*Federal University of Ceará*]
- UFPR** Universidade Federal do Paraná [*Federal University of Paraná*]
- UTFPR** Universidade Tecnológica Federal do Paraná [*Paraná Federal University of Technology*]



# HOW AND BY WHOM THIS PUBLICATION'S ILLUSTRATIONS WERE CREATED

A large blank poster is pinned to the wall of a design studio in São Paulo. In front of it, six creatives with intellectual disabilities hold their work tools: paintbrushes, crayons, paper cutouts, spatulas and markers. And then, art begins to happen.

The illustrations in this publication, which originated from paintings, collages and drawings made on this poster, were created by the team at Estúdio QUE. The studio's collective work includes professionals with and without disabilities: they are designers, advertisers and creatives who represent the inclusive education that we advocate.

The creative process always begins with a presentation of the project to the professionals involved. In the case of this research, we went through its concepts and talked about its target audience and, especially, the importance of the work carried out. The ideas were summarized in three key questions, constructed in simple language, which served as a basis for inspiring the creatives:

- What is inclusion?
- If inclusion were a color, what would it be?
- How can art translate the concept of inclusive education?



The result is a sample of what the meeting between practice and theory can produce. The illustrations in this publication reinforce the commitment of educational managers, school communities, families and society to inclusion, highlighting the benefits that diversity brings to all spaces, from educational to professional.

Inclusive environments promote greater plurality and openness to new ways of thinking, creating, learning, teaching and doing. They broaden perspectives and contribute to a fairer and more welcoming society.



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## CHAPTER 1

# INTRODUCTION

Throughout the history of educational policies in Brazil and around the world, children and adolescents with disabilities have been denied their right to education. For centuries, they have been excluded from regular schools, from learning and from socializing with other students. This is because formal education supported an ideal of ability that privileged a group based on their biological, socioeconomic and geographic characteristics. This form of education resulted in homogeneous and exclusionary curricula, spaces and times.

From the mid-20th century onwards, however, this paradigm began to shift for people with disabilities, as they began to occupy formal educational spaces. However, greater access did not eliminate other barriers, and students with disabilities were often responsible for adapting to structures that were neither prepared for them nor willing to change the rules of operation and organization to ensure schools for all. An ideal of education was thus maintained in which these students were seen as uneducable or in a stage of preparation and rehabilitation so that, at some

point, they could participate in school like children without disabilities.

An important change occurred when disability ceased to be understood as an individual characteristic and began to be understood as resulting from interactions between a person with a disability and barriers that impair the school experience. Based on this understanding, civil society organizations, movements of people with disabilities, and individuals with disabilities themselves and their families began to pressure society for inclusive education and to transform schools into spaces committed to meeting the needs of all students, with and without disabilities. The collective

### **WHAT ARE THE SUSTAINABLE DEVELOPMENT GOALS (SDGS)?**

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Established in 2015, the SDGs are goals and objectives the world's key development challenges, to be adopted by all UN member states, including Brazil, in line with their national priorities. Also known as the 2030 Agenda, these goals constitute a global plan aimed at providing quality, lifelong education for all, reducing inequalities, eradicating poverty and achieving these and other goals by 2030.

mobilization fostered the creation of international standards to promote inclusion, with one of its main milestones being the United Nations (UN) Convention on the Rights of Persons with Disabilities (CRPD) in 2006.

## **WHAT BARRIERS DO PEOPLE WITH DISABILITIES FACE?**

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The Brazilian Inclusion Law (LBI) classifies them into:

- urban planning;
- architectural;
- transportation;
- communications and information;
- attitudinal;
- technological.

They are defined as “any hindrance, obstacle, attitude or behavior that limits or prevents a person’s social participation, as well as the enjoyment, fruition and exercise of their rights to accessibility, freedom of movement and expression, communication, access to information, understanding, safe movement, among others.”

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As a fundamental right, inclusive education recognizes all students regardless of their physical, intellectual, social, emotional and linguistic characteristics, embracing their diversity and ensuring that schools are prepared to meet their needs, thus helping to promote equity and full participation in society. This was established in the Sal-

amanca Declaration, approved in 1994 with the endorsement of 92 countries and 25 international organizations, reinforcing the right to education for all students and affirming inclusive education as essential to improve the quality of education.

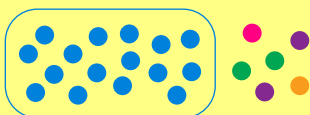
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In Brazil, the right to education for people with disabilities was denied until 1988, when it began to be explicitly affirmed by the Federal Constitution (CF). Since then, it has been reinforced by a series of national and international regulations, which will be detailed in this publication. Sustainable Development Goal (SDG) 4, for example, foresees, by 2030, the need to “ensure access to inclusive, quality and equitable education, and promote lifelong learning opportunities for all” as a global commitment.

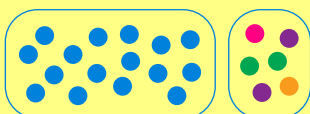
In a world filled with diverse crises, such as the climate emergency and increasing inequalities, “a new social contract for education” is needed, as stated in the report “Reimagining our futures together: a new social contract for education,” by the United Nations Educational, Scientific and Cultural Organization (UNESCO). This new social contract must mend injustices and transform the future by promoting human rights, social justice, respect for life, human dignity and cultural diversity. “It must encompass an ethic of care, reciprocity and solidarity. It must strengthen education as a public endeavor and a common good,” the UNESCO document affirms.



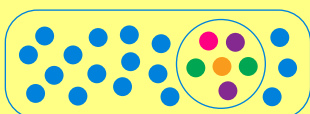
## UNDERSTAND THE DIFFERENCE BETWEEN EXCLUSION, SEGREGATION, INTEGRATION AND INCLUSION



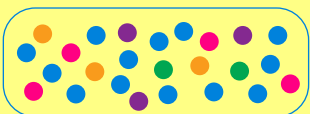
**EXCLUSION** When students are directly and indirectly prevented from accessing schooling.



**SEGREGATION** When schooling for students with disabilities is offered in separate settings, in special schools, isolated from students without disabilities.



**INTEGRATION** When people with disabilities attend regular educational institutions that maintain standardized structures, curricula, methodologies, times, spaces and pedagogical practices, excluding those who do not adapt to them.



**INCLUSION** The process of systemic reform, with modifications in content, teaching methods, teaching materials, structures, approaches and strategies, to offer all students an egalitarian and participatory learning experience.\*

\* UNITED NATIONS. Committee on the Rights of Persons with Disabilities. General comment No. 4 (2016), Article 24: Right to inclusive education. Available at: <https://www.ohchr.org/Documents/HRBodies/CRPD/GC/RighttoEducation/CRPD-C-GC-4.doc>. Accessed on: July 10, 2024.

In other words, inclusive education is a non-negotiable collective commitment that requires more than just complying with legal frameworks. This commitment must guarantee quality education without discrimination, where all children and adolescents have the right to access, remain and learn in the same classrooms, in the same schools.

The support of the entire society, education networks, public and private schools, as well as teachers and other professionals fundamental in promoting improvements for inclusive education, is essential to establish this transformation and a new paradigm.

However, national and international research and legal frameworks on the subject show that, for inclusive education to take place in schools, educators demand continuing professional training and progress that supports them in developing skills throughout their careers to act in complex, diverse and changing environments. In that regard, this publication presents lessons learned and recommendations for ongoing teacher training policies, based on experiences in Brazil and in five other countries that signed the Salamanca Declaration and the CRPD (Convention on the Rights of Persons with Disabilities).

Thus, the experiences reported here present ways to improve and strengthen teacher training from a collective perspective – and not through individual success examples – that encourage reflection on the role of public administrations, civil society organizations and teachers themselves in promoting an increasingly equitable and

inclusive education for people with and without disabilities.

In the following pages, a systematization of eight experiences of public policies for educators' ongoing training for inclusive education will be presented and, mainly, a call to action to inspire reflections, promote changes in educational systems and guarantee the strengthening of quality training for educators based on inclusive education.

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**ACCESS THE FULL REPORT OF THIS RESEARCH  
(IN PORTUGUESE) AT:**

**[HTTPS://BIT.LY/FORMACAO-EDUCACAO  
-INCLUSIVA-COMPLETA](https://bit.ly/formacao-educacao-inclusiva-completa)**

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#### **CONTINUING EDUCATION**

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In this publication, the term “ongoing training” is used for two reasons: firstly, because in most cases studied, the training action with teachers is called “ongoing training,” differentiating it from the initial training they received in their undergraduate and graduate degrees; and secondly, because the term is common in the professional and academic communities and in regulatory frameworks.

## THE EIGHT ANALYZED EXPERIENCE

The research involved the collection, processing and analysis of data from experiences of ongoing training for inclusive education in eight cases: the **Autonomous City of Buenos Aires**, in Argentina; the cities of **Maracanaú** (Ceará), **Pinhais** (Paraná) and **Santos** (São Paulo), in Brazil; the city of **Glasgow**, in Scotland; the **Autonomous Community of Valencia**, in Spain; and the countries of **Portugal** and **Uruguay**.

Research into various cases shows that offering quality training to teachers promotes improvements towards inclusive education in which all children and adolescents can learn more, and learn better, together in the same schools.

For each case, in-depth interviews were conducted with members of public education management bodies or public entities responsible for ongoing training, as well as focus groups with school professionals, contributing to a cross-sectional understanding of the diversity of concepts, policies and practices of ongoing training for in-

clusive education. As educational policy assumes the contours and characteristics of each location in its socioeconomic, political, historical and cultural context, there is no hierarchy of the cases presented, but rather a survey of evidence from the analyzed set.

This executive report provides an overview of inclusive education and ongoing teacher training, highlighting the foundational concepts adopted by this investigation. It characterizes each case, with the methodology applied and the description of the eight experiences studied. Then, it presents a cross-sectional analysis of ongoing teacher training for inclusive education across ten dimensions, along with closing considerations.

Finally, it calls on decision-makers to reflect and take action to commit to inclusive education and bring about changes in education networks with the help of guiding questions to assess whether the managers of federal, state and municipal education networks are, in fact, promoting inclusive education and supporting teachers so that this education is possible.

It is expected that the reflections and calls to action will encourage debates on public policies for ongoing training for inclusive education and may influence public managers to reaffirm their commitment to the right to inclusive and quality education for all people.



## CHAPTER 2

## TIMELINE

## WORLDWIDE

**Inclusive education as a human right is provided for in several international documents. Check out the main ones:**

**1948****UNIVERSAL DECLARATION OF HUMAN RIGHTS (UN)**

The Declaration recognizes the right to education, defending the compulsory and free nature of primary education. In its article 26, it provides that education should aim at the full development of the human personality, as well as reinforcing human rights and fundamental freedoms.





## 1989

### **CONVENTION ON THE RIGHTS OF THE CHILD (UN)**

The most-ratified human rights treaty in the world, with 196 signatory countries, the Convention conceives children and adolescents as subjects of rights and recognizes the right to education. It states that education should develop the personality, skills and mental and physical capacity of children to their full potential, instilling in them respect for human rights and fundamental freedoms.

## 1990

### **WORLD DECLARATION ON EDUCATION FOR ALL (JOMTIEN CONFERENCE)**

This statement reaffirms the right to education and articulates issues related to universal access. It states that “everyone has the right to education,” articulating goals such as the eradication of illiteracy and the universalization of basic education. It proposes proactive identification of barriers and available resources.





## 1994

### **SALAMANCA DECLARATION (UNESCO)**

The Salamanca Declaration reinforces and deepens the right of all children, adolescents and the young to have access to regular schools, eliminating barriers and creating the conditions for anyone to learn. It states that regular schools are the most effective environments for combating discriminatory attitudes. In 2024, publication year of this research, the Salamanca Declaration celebrates its 30th anniversary..

## 1999

### **INTER-AMERICAN CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST PERSONS WITH DISABILITIES (GUATEMALA CONVENTION)**

This document reaffirms the right of “people with disabilities” (the term used at the time) not to be subjected to discrimination based on disability, promoting the dignity and equality inherent to every human being.



## 2000

### **EDUCATION FOR ALL: THE DAKAR COMMITMENT (UNESCO)**

The document states that education must consider the needs of the poorest and most disadvantaged populations, remote rural and nomadic communities, ethnic and linguistic minorities, those affected by conflict, AIDS, hunger and health problems, including children “with special learning needs” (the term used at the time).

## 2006

### **CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES (UN)**

The Convention was the result of a consensus of the international community and adopts the social model of disability, in which disability is considered a set of conditions resulting from the interaction between the characteristics of the individual and their social context. It recognizes the right of people with disabilities to education through an inclusive system at all levels.

## 2015

### **2030 AGENDA - SUSTAINABLE DEVELOPMENT GOALS (UN)**

The SDGs are intended to ensure human rights in three dimensions: economic, social and environmental. They aim to guarantee access to an inclusive and equitable quality education for all children, youth and adults, promoting lifelong learning opportunities.

### **INCHEON DECLARATION (UNESCO)**

The Declaration reaffirms the vision of the global Education for All movement, considered the most important commitment to education in recent decades, and establishes inclusion as an integral part of education for all people. It proposes educational movements to achieve SDG 4, guided by the CRPD.

## 2019

### **CALI COMMITMENT, FINAL REPORT OF THE INTERNATIONAL FORUM ON INCLUSION AND EQUITY IN EDUCATION (UNESCO)**

The document celebrates progress towards education systems that leave no one behind and the commitment of the 2030 Agenda, while pointing out challenges and strategies to overcome persistent barriers for vulnerable and marginalized groups.



# OVERVIEW OF INCLUSIVE EDUCATION AND ONGOING TRAINING

The global mobilization of people with disabilities in defense of social rights propelled the development of international regulations and standards that strengthen inclusive education and consolidate this global commitment. One of the greatest achievements of this movement, the CRPD, had been signed<sup>1</sup> by 164 countries across all continents at the time of this publication.

The implementation of international regulations has inspired legislation in several countries that are signatories to the Convention. Of the total number of States Parties, more than 90% have adopted national laws on disability, more than 60% have taken measures to prohibit discrimination in the employment market, and almost 90% have passed laws that protect the rights of students with disabilities to education

<sup>1</sup> UNITED NATIONS. Convention on the Rights of Persons with Disabilities. Available at: [https://treaties.un.org/Pages/ViewDetails.aspx?src=TREATY&mtdsg\\_no=IV-15&chapter=4&clang=en](https://treaties.un.org/Pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-15&chapter=4&clang=en). Accessed on 10 jul. 2024

Despite having ratified the Convention, in practice, signatory countries adopt educational policies that may be more or less inclusive. Some have implemented an inclusive approach, in which all students attend regular schools (known as *one-track*). In other countries, a model persists in which students attend regular schools and/or special schools (known as *two-track*). There are also countries in which the approach is one of co-existence of multiple tracks, with regional variables (known as *multi-track*).

In 2016, Alana launched a study that demonstrates the benefits of inclusive education for students with and without disabilities, through a systematic review of 280 studies from 25 countries. At least 89 of them show scientific evidence that inclusive education brings short- and long-term benefits to the cognitive and social development of all children, with and without disabilities.

But this requires offering the school community adequate training opportunities, so that it can develop a better understanding of the abilities and needs of each student, and not just those with disabilities. This is because, according to UNESCO's Global Education Monitoring Report, teachers are one of the structural foundations for the implementation of an inclusive education system. This increases the importance of ongoing training policies and programs as a means of achieving quality education for all students.

## WHAT DOES THE CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES (CRPD) SAY?

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**ARTICLE 1:** People with disabilities are those who have long-term impairments of a physical, mental, intellectual or sensory nature, which, in interaction with various barriers, may obstruct their full and effective participation in society on an equal basis with other people.

**ARTICLE 24:** States Parties recognize the right of persons with disabilities to education. In order to realize this right without discrimination and on the basis of equal opportunities, States Parties shall ensure inclusive education systems at all levels, as well as lifelong learning, with the following objectives:

- a) The full development of human potential and the sense of dignity and self-esteem, in addition to strengthening respect for human rights, fundamental freedoms and human diversity;
- b) The maximum possible development of the personality, talents and creativity of people with disabilities, as well as their physical and intellectual abilities;
- c) The effective participation of people with disabilities in a free society.

## **SPECIAL SCHOOL AND SPECIAL EDUCATION ARE NOT THE SAME THING!**

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There are differences between these concepts and, to explain them, some terms will be presented in this small glossary:

**COMMON (OR REGULAR) SCHOOL** These are schools attended by all students, regardless of their differences.

**SPECIAL SCHOOL (OR SPECIALIZED/SEGREGATED INSTITUTION)** They are segregated institutions aimed exclusively at students with disabilities, in environments isolated from students without disabilities, which should not replace regular education.

**INCLUSIVE EDUCATION** This is the perspective adopted by Brazilian educational policy, in line with the global paradigm adopted by the signatory countries of the CRPD. It is based on the paradigm of inclusion, that is, the idea that all differences in children should be welcomed by schools, regardless of their social status, ethnicity, race, gender or disability.

**SPECIAL EDUCATION** This is a teaching method focused on the specificities of education for students with disabilities. In Brazil, the term is used because regular schools have not yet been structured in a solid way for all students. This method, therefore, encompasses all levels of education and serves its target audience (students with disabilities, global developmental disorders and high abilities/giftedness<sup>2</sup>) in the regular network, carries out Specialized Educational Assistance, and provides resources, services and guidance on their use in the teaching and learning process in regular classes.

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Promoting inclusive education means reorganizing educational systems. It therefore involves a change in culture and a collective commitment that does not place all individual responsibility on teachers, but rather considers them as the pillar of a collaborative project capable of generating new knowledge and enabling social and educational transformation, as proposed by UNESCO.

Well-informed and up-to-date educational teams are better able to identify and make use of resources that benefit the school and the community. This development needs to consider pedagogical projects, so that professionals themselves can act as mobilizers of training needs, in an interactive and collaborative manner with others. This will allow them to become co-creators of new pedagogical strategies and resources with their peers. The research that substantiates this publication indicates, for example, that collaborative, contextualized practices based on problem-solving models are a central component of “inclusive change.”

Teacher professional development becomes even more important as education systems be-

**2** According to Resolution No. 4 of the CNE, of October 2, 2009, which establishes Operational Guidelines for Specialized Educational Services in Basic Education, Special Education modality, students with disabilities are considered to be those who have long-term impediments of a physical, intellectual, mental or sensory nature; students with global developmental disorders are considered to be those who present alterations in neuropsychomotor development, impairment in social relationships, communication or motor stereotypies - this definition includes students with classic autism, Asperger's syndrome, Rett syndrome, childhood disintegrative disorder (psychosis) and pervasive disorders not otherwise specified; and students with high abilities/giftedness are those who present a high potential and great involvement with the areas of human knowledge, isolated or combined: intellectual, leadership, psychomotor, arts and creativity.

come more inclusive, as it helps to overcome the persistent challenges of organizing pedagogical practices to reach all students.

As will be seen later, the main challenges of on-going training for inclusive education are: contributing to the appreciation of diversity; supporting all students, without exception; developing collaborative environments; and engaging teachers in a process of professional and personal development, offering tools so that they can transpose the concept of inclusive education into curricula and pedagogical practices.

In this regard, teacher training requires going beyond simply adding content or subjects that deal with disabilities to the course curriculum. Nor is it a project juxtaposed or attached to traditional practices. In other words, it cannot be limited to a subject in initial undergraduate training or a stand-alone course offered in isolation.

To make this effective, it is necessary to organize public education policies that ensure investment in training throughout the teaching career and that specify, in addition to guidelines and objectives, the forms of financing for the implementation of an education guided by inclusion and equity. The training is aimed at the education professional, but the commitment is collective and in multiple dimensions.

## **FOUR CORE VALUES FOR TEACHERS WHO PROMOTE INCLUSIVE EDUCATION**

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- 1** Valuing diversity: difference is a resource and a worth for education.
- 2** Supporting all students: Teachers have high expectations for student achievement.
- 3** Working with others: Collaboration and teamwork are essential methodologies for all teachers.
- 4** Professional and personal development: teaching is a learning activity, and teachers are responsible for lifelong learning.

Source: European Agency for Development in Special Needs Education



## CHAPTER 4

# CASE CHARACTERIZATION

## METHODOLOGY

The central theme of the research that sustains this publication is the policy of continuing teacher training for inclusive education. To understand it in depth, the multi-case<sup>1</sup> methodology was used, in which examples from different locations are presented, based on their differences and similarities, to form knowledge about the central theme. The objective is to find common patterns and significant variations that allow them to be related to analyze the theme and identify trends, and not necessarily to present success stories to be replicated.

## CASE SELECTION CRITERIA

The selection of studied cases was based on the analysis of countries that have ratified the CRPD and, therefore, committed to maintaining the existence and implementation of inclusive education policies. The cases were investigated based on study coordinators' assessment aligned with

<sup>1</sup> Reminder: page on multi-case methodology - in the [full report](#).

local researchers, who are familiar with the reality and challenges of the analyzed contexts.

Furthermore, the criteria for selecting cases were: the formation of a diverse composition that considered the form of education provision for children and adolescents with disabilities; autonomy over public educational policies; and their contribution to reflection on the central theme and construction of national and international public policies.

It is important to note, however, that the cases do not necessarily represent models to be adopted in their entirety, since they indicate efforts to implement the Convention, but do not necessarily fully comply with it. Therefore, the publication does not seek success stories, but real experiences capable of providing a broader perspective on the topic. Location, population, Human Development Index (HDI), administrative structure and educational autonomy, compulsory basic education, types of educational system, percentage of students in the target group for special education enrolled in regular and/or special schools, and the presence of regulatory frameworks related to the Convention were also considered.

At last, eight cases were selected in six countries: Autonomous City of Buenos Aires, in Argentina; Maracanaú (Ceará), Pinhais (Paraná) and Santos (São Paulo), in Brazil; Glasgow, in Scotland; Autonomous Community of Valencia, in Spain; Portugal and Uruguay.

## **INVESTIGATION TEAM**

The local investigation team, made up of eight experts in the area of inclusive education, was responsible for: collecting the structural data available in official documents; finding key people in public management to answer the questions; and validate the collected information about the cases.

## **INTERVIEWS**

The research team conducted exploratory interviews to gather information about the organization of compulsory education, the place of inclusive education in this context, and public policies for ongoing education. After the interviews, the instruments of data collection were refined to ensure that they made sense and could be applied in the context and language of each case study.

In-depth interviews were then conducted with members of public bodies linked to educational administrative management and/or entities responsible for ongoing teacher training. The interviews were semi-structured; that is, the script allowed flexibility to address points other than those planned.

Focus groups were also held with principals, coordinators and teachers from public schools located in the territory of each case. Participants shared their ideas and experiences regarding the existing provision, perceived needs, impacts and what they think about the direct repercussions that ongoing training for inclusive education has on schools' daily life.

Both in the interviews and the focus groups, participants were asked to identify the main positive points, the difficulties faced and their assessment of the current situation. They were also asked to present suggestions on how to advance or improve what is already being done in public policies and continuing education practices, as well as contributions to make the education system more inclusive in each context.

## **DATA**

The collected data were sorted into ten dimensions of analysis, detailed later in this report: legislation; training structures; assessment of continuing education needs; trainers; participation in continuing education and impact on teaching careers; types and environments of continuing education; topics covered; methodologies; evaluation of continuing education actions and participants; and public policies and financing.



# 33

## LISTENING MOMENTS

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8

exploratory interviews

17

in-depth interviews

8

focus groups

# 55

## HOURS OF RECORDINGS

---

**11 HOURS**

in exploratory interviews;

**30 HOURS**

in in-depth interviews;

**14 HOURS**

in focus groups.

# 60

## PEOPLE HEARD

---

8

in exploratory interviews

20

in in-depth interviews

32

in focus groups

# 98

## DOCUMENTS ANALYZED TO SUBSTANTIATE AND SUPPORT THE ANALYSIS BASED ON EACH CASE

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41

legislations

57

policies, agency reports  
and official websites



# CASE STUDIES

This section presents the eight cases studied, with information and particularities to help understand the continuing education policy for inclusive education in each location in a broad way, making clear the background from which inclusive education paths emerge and, consequently, the role of continuing teacher education in this configuration. From this perspective, the experiences respond to the singularities of their historical, social, and economic contexts, as well as to the international impacts of a connected world.

Each case presents relevant points for ensuring full participation and access to quality education opportunities. Some actions are more, and others less, aligned with what is described as inclusive education or as effective training for inclusive education, demonstrating the challenges that must be faced locally and globally to promote this fundamental right. This is why the following descriptions are the result of research reports based on a series of sources, and not necessarily an entirely positive or negative assessment of the educational policy implemented.

# CASE 1

## AUTONOMOUS CITY OF BUENOS AIRES (ARGENTINA)

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### ARGENTINA

Argentina

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### LOCATION

South America

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### AREA

3.669.711 km<sup>2</sup>

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### POPULATION

46.234.830 inhabitants\*

\* ARGENTINA. National Census of Population, Households and Housing 2022. Population of Argentina. Available at: <https://www.argentina.gob.ar/pais/poblacion>. Accessed on: July10, 2024.

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### HUMAN DEVELOPMENT INDEX (HDI)

48th position in the HDI ranking (2022)

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### ADMINISTRATIVE STRUCTURE AND EDUCATIONAL AUTONOMY

Argentina está dividida en 23 provincias y un Distrito Federal, la Ciudad Autónoma de Buenos Aires. Cada uno de los 24 territorios elabora sus políticas educacionales a partir de directrices nacionales.

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### COMPULSORY BASIC EDUCATION

From four to 17/18 years old

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### MODALIDADES DEL SISTEMA EDUCATIVO

Argentina is divided into 23 provinces and one federal district: the Autonomous City of Buenos Aires. Educational policies are developed by each of the 24 territories based on national guidelines; Compulsory basic education; From four to 17/18 years old; Educational system modalities; Law No. 27,045 establishes technical-professional education, artistic education, continuing education for young people and adults, rural education, bilingual intercultural education, education in contexts of deprivation of liberty, home and hospital education and special education, aimed at students with temporary or permanent disabilities, at all levels and modalities of education.

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## CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES (CRPD)

Approved in 2008

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### TARGET STUDENTS FOR INCLUSIVE EDUCATION

Students with temporary or permanent disabilities.

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### PERCENTAGE OF TARGET GROUP SPECIAL EDUCATION STUDENTS ENROLLED IN REGULAR SCHOOLS

54% (2022)

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### PERCENTAGE OF TARGET GROUP SPECIAL EDUCATION STUDENTS ENROLLED IN SPECIAL SCHOOLS

46% (2022)

---

### SOME FINDINGS ON LOCAL EDUCATIONAL POLICY

- Special schools and regular schools coexist: students with disabilities can move between them.
  - There are two types of support for students with disabilities: those provided by teachers in special schools and those provided by social services or health services. The professionals involved are: special education teachers, caregiver assistants, psychologists and sign language interpreters.
  - Continuing education for optional inclusive education accumulates points for career progression and teaching roles; mandatory training does not accumulate points and is offered during working hours.
- 

### REGULATORY MILESTONES

- Law nº 27.045
  - [Resolution CFE nº 155/2011](#)
  - [Law nº 26.378/2008](#)
  - [Educational Statistical Yearbook](#)
  - [Law nº 24.901/1997](#)
  - [Special Education Directorate](#)
- 

In the Autonomous City of Buenos Aires, teacher training is carried out at the Teacher Training Institutes of the Ministry of Education of the City of Buenos Aires. Some of these institutions offer courses that cover the four levels of education:

initial, primary, secondary and higher. This training can also take place at National Universities, either public or private.

The four-year curriculum does not include mandatory subjects on inclusive education. However, there are so-called Institutional Definition Spaces (EDIS), in which each institution can define subjects that will be part of the student's curriculum and it is possible to incorporate seminars or workshops on the topic of inclusion. In the training of special education teachers who will work in any of the four levels of education, the courses last five years and are offered in three areas: Blind and Visually Impaired; Intellectual Disability; and Deaf and Hearing Impaired.

Regarding continuing education, CFE Resolution n° 155/11<sup>1</sup> provides, for example, for the implementation of professional development and reflection instances to improve practices in teaching subjects for students with disabilities, or the promotion of strategies to improve teaching practices for students with disabilities in both special and regular schools.

In terms of structure, the Teachers' School is the entity of the Ministry of Education of the City of Buenos Aires responsible for the ongoing training of all teachers, management and supervisory teams, at all levels and types of education. With over 30 years of existence, it offers free courses "linked to current educational themes and

<sup>1</sup> FEDERAL COUNCIL OF EDUCATION. RESOLUTION CFE 155/11. Available at: <https://cfe.educacion.gob.ar/resoluciones/res11/155-11.pdf>. Accessed on: July 10, 2024.

problems, to promote the comprehensive improvement of the education system in the Autonomous City of Buenos Aires.” The monitoring and evaluation of ongoing training is carried out at the municipal level by the Teachers’ School and at the national level by the National Institute of Teacher Training, linked to the Ministry of Education.

The Teachers’ School has a team that offers in-person support in schools. The team’s supervisors identify the institutions that need more attention and assistance in training their teachers. Based on this mapping, these schools receive bi-weekly visits from trainers, who work mainly with new teachers, and with those who have more difficulties or deal with more complex challenges in the classroom.

**“In Buenos Aires, we have special schools, and we are working to increasingly include students in regular schools. The Ministry of Education has a policy to ensure that special schools no longer serve as places where students considered to have behavioral problems by adults, among other issues, are enrolled. What we seek are schools that accommodate the diversity of heterogeneous classrooms. To this end, teacher training is essential.”**

— Director General of the Teachers’ School



## CASES 2 / 3 / 4

# MARACANAÚ (CEARÁ), PINHAIS (PARANÁ) Y SANTOS (SÃO PAULO) (BRAZIL)

### COUNTRY

Brazil

### LOCATION

South America

### AREA

8.515.767 km<sup>2</sup>

### POPULATION

203.080.756 inhabitants\*

\* IBGE AGENCY. From 2010 to 2022, Brazilian population grows 6.5% and reaches 203.1 million. Available at: <https://agenciadenoticias.ibge.gov.br/agencia-noticias/2012-agencia-de-noticias/noticias/37237-de-2010-a-2022-populacao-brasileira-cresce-6-5-e-chega-a-203-1-milhoes>. Accessed on: July 10, 2024.

### HUMAN DEVELOPMENT INDEX (HDI)

89<sup>th</sup> position in the IDH ranking (2022)

### ADMINISTRATIVE STRUCTURE AND EDUCATIONAL AUTONOMY

Brazil is a federative republic made up of 26 states and a federal district. Responsibility for providing basic education is shared between states and municipalities according to national guidelines. The Union has a redistributive and supplementary function.

### COMPULSORY BASIC EDUCATION

From four to 17 years old.

In most cases, the responsibility lies with municipalities for early childhood education and the 1<sup>st</sup> to 5<sup>th</sup> year of primary education (from four to nine years old); and with states for the final stages of compulsory basic education, from the 6<sup>th</sup> to 9<sup>th</sup> year of primary education (from 10 to 13 years old) and from the 1<sup>st</sup> to 3<sup>rd</sup> year of secondary education (from 14 to 17 years old).

### CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES (CRPD)

Approved in 2008.

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## TARGET STUDENTS FOR INCLUSIVE EDUCATION

Students with disabilities, global developmental disorders and high abilities/giftedness, including students with autism spectrum disorder.

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## PERCENTAGE OF TARGET GROUP SPECIAL EDUCATION STUDENTS ENROLLED IN REGULAR SCHOOLS

94,2% (2022)

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## PERCENTAGE OF TARGET GROUP SPECIAL EDUCATION STUDENTS ENROLLED IN SPECIAL SCHOOLS

5,8% (2022)

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## SOME FINDINGS ON LOCAL EDUCATIONAL POLICY

- Inclusive education appears mainly associated with the special education modality.
  - Continuing education is offered, at the federal level, through the Virtual Learning Environment of the Ministry of Education (Avamec) and the Open University of Brazil program, which provides courses through in-person, blended or distance learning formats, using the physical structure and personnel of Federal Universities and Institutes.
- 

## REGULATORY MILESTONES

- [National Education Guidelines and Bases Law \(LDB\)](#)
  - [National Education Plan \(PNE\)](#)
  - [Brazilian Law of Inclusion for Persons with Disabilities \(LBI\)](#) (BRAZIL, Law No. 13,146/2015)
  - [Resolution CNE/CP n.º 2](#) (BRAZIL, CNE/CP 2, 2019)
  - [Child and Adolescent Statute \(ECA\)](#)
  - [Federal Constitution \(CF\)](#)
- 

In Brazil, the LBI establishes that the public authorities must ensure, create, develop, implement, encourage, monitor and evaluate the adoption of inclusive pedagogical practices through initial and continuing education programs, and the AEE is the main support service for the special education modality.

Basic education teachers hold a bachelor's degree in higher education courses, including a common foundation that encompasses scientific, educational and pedagogical knowledge. Continuing education is offered at the federal level and with in-person, blended or distance learning courses, available free of charge at federal universities and institutes.

The three following cases detail these experiences, considering specific and diverse contexts that support the analysis of the continuing education policy for inclusive education in the Brazilian context.

#### **WHAT IS SPECIALIZED EDUCATIONAL ASSISTANCE (AEE)**

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Specialized Education Assistance is a support service to identify, develop and organize pedagogical and accessibility resources that eliminate barriers to the full participation of students. It deals with the specificities of serving people with disabilities, but it is not a school reinforcement or a substitute for regular school education. The 1988 Constitution guarantees AEE, preferably in the regular education system.

Decree No. 7,611 of 2011, which provides for special education, states that specialized support services must eliminate barriers that may obstruct the schooling process.

The AEE is complementary and supplementary and deals with responsibilities such as: teaching Libras (Brazilian Sign Language) and Braille code, introducing and training students in the use of assistive technology resources and alternative communication, among others.

## CASE 2

# MARACANAÚ (CEARÁ)

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### AREA

105.071 km<sup>2</sup>

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### POPULATION

234.509 inhabitants\*

\* BRAZILIAN INSTITUTE OF GEOGRAPHY AND STATISTICS. Maracanaú. Available at: <https://www.ibge.gov.br/cidades-e-estados/ce/maracanau.html>. Accessed on: July 10, 2024.

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### SOME FINDINGS ON LOCAL EDUCATIONAL POLICY

- Two-thirds of schools have multifunctional resource rooms at the municipal level; AEE professionals work in these rooms to support students who are the target group for special education.
- At the state level, policies for continuing education of teachers for special education are planned from the perspective of inclusive education, coordinated by the Ceará Reference Center for Education and Specialized Care (Creaece) and the State Coordination of Teacher Training and Distance Education (Seduc/CE).
- Creaece also offers complementary special education services and produces teaching and learning materials.

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In Maracanaú, teachers and special education professionals have access to continuing education through state policies, in-person, blended and distance learning, in addition to training offered by the Municipal Department of Education (SME). Inclusive education is referenced in two main documents: Resolution nº 39/2021<sup>1</sup> of the Municipal

<sup>1</sup> PREFECTURE OF MARACANAÚ. Resolutions. Available at: <https://cme.maracanau.ce.gov.br/resolucoes>. Accessed on: July 10, 2024.

Education Council of Maracanaú (CMEM) and the Municipal Curricular Base of Maracanaú<sup>2</sup>.

The training sessions are mostly aimed at special education teachers (monthly regularity), support professionals (bimonthly regularity) and school administrators (at least biannual). On some occasions, there are training sessions with the joint participation of these groups. The training sessions take place during after-school work hours. During the COVID-19 pandemic, the online environment was prioritized to reach more teachers.

Extracurricular work hours are paid and, in most Brazilian federated entities, consist of both collective and individual pedagogical work. Because it brings several teachers together, it is an important space for study, planning and evaluation for the organization of schools.

The research clearly shows the demand for continuing education is increasing year by year, as schools have been receiving a growing number of enrollments of students who are the target group for special education in the final years of elementary school and high school. The close relationship between the Federal University of Ceará (UFC) and the departments favors this training. Currently, work is underway to ensure that training promotes better continuity in the schooling process when the student moves from the municipal to the state school system.

<sup>2</sup> PREFECTURE OF MARACANAÚ. Maracanaú Curricular Base. Available at: <https://www.maracanau.ce.gov.br/base-curricular-de-maracanau/>. Accessed on: July 10, 2024.

**“We see a growing interest from educators, as schools are accepting more students with disabilities. Maracanaú is known in Ceará for being a city committed to understanding the issue, and we stand out for having a strong identity in relation to inclusion.”**

- Interview with a focus group composed of a school administrator from high school, pre-school and elementary school; a regular classroom teacher; a special education teacher; and a high school principal.



## CASE 3

### PINHAIS (PARANÁ)

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#### AREA

60.869 km<sup>2</sup>

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#### POPULATION

127.019 inhabitants\*

\* INSTITUTO BRASILEÑO DE GEOGRAFÍA Y ESTADÍSTICA. Pinhais. Disponible en: <https://www.ibge.gov.br/cidades-e-estados/pr/pinhais.html>. Acceso el 10 jul. 2024.

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#### SOME FINDINGS ON LOCAL EDUCATIONAL POLICY

- In the state network of Paraná, special schools were named as regular schools without their structures and practices being modified, which goes against the perspective of inclusive education.
- At the municipal level, the Special Education and Educational Inclusion Management (Gespi), part of the SME, aims to implement an educational inclusion policy.
- Continuing training is also provided to all professionals in the different stages and modalities under the responsibility of the SME, including professionals working in school transportation.

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In the state of Paraná, at the time the research was conducted, the Department of Inclusive Education stated that it developed and implemented continuing education in special education, especially for AEE teachers. All training programs, not just those in special education, are offered by the Coordination of Continuing Education for Teachers and Management Teams and validated by the Director of Education.

Regarding municipal management, it is up to Gespi, through the Municipal Department of Edu-

cation of Pinhais (Semed), to plan and coordinate the municipal education policy in accordance with the guidelines and parameters established in state and federal legislation.

One specific feature of the municipal network is collaborative work. Classes that have students enrolled in special education have an additional teacher in the classroom. In addition, professionals who work exclusively in resource rooms must work 40 hours. They work part-time with the student and part-time with the classroom teachers, to discuss the student's care in the class.

In Pinhais, there is also the Training Center for Education Professionals, a space with technical rooms for training, a museum-school, computer lab, library, video library, among others. In addition to being responsible for the ongoing training of teachers and other professionals who provide special education, Gespi also has the role of responding to training demands related to migrants, indigenous people, ethnic-racial issues, gender and sexuality, ageism, among others.

Recognizing special education as a cross-cutting concern, the municipal administration provides exclusively in-person training for all professionals in the different stages and modalities, as well as for professionals working in education, including drivers and monitors working in school transportation. There are also training courses for professionals linked to special education services, regular education teachers, interns in pedagogy courses, pedagogues, caregivers, managers, directors, families, in addition to internal training for all departments.



Due to its leadership in teacher training in the region, the municipality of Pinhais created the Intermunicipal Discussion Forum: Special Education in Focus!, an annual event that is part of the Special Education Managers Forum of the Metropolitan Area of Curitiba, promoting actions related to inclusive education and encouraging other municipalities in the region to work from an inclusive and collaborative perspective. Building on this tradition in training, the Pinhais International Education Seminar was created, which brings together experts from abroad.

Partnerships are also in place with the Federal University of Paraná (UFPR) and the Federal Technological University of Paraná (UTFPR). Participation in these spaces and the discussion of specific cases outside of class time have enabled teachers in the municipal education system to present the results of their research and experiences, increasing the number of pedagogical records.

**“The municipality adopts the practice of ‘collaborative planning,’ in which four or five teachers from the multifunctional resource room of different schools meet monthly to work in partnership. This is a time for exchange, where knowledge is constructed collectively. In collaborative planning, it is the teachers themselves who organize, plan and direct the time, deciding together which topics will be worked on.”**

— Manager of Special Education and Teaching of Pinhais Municipal Government

## CASE 4

### SANTOS – SP

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#### AREA

281.033 km<sup>2</sup>

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#### POPULATION

418.608 habitantes\*

\* INSTITUTE OF GEOGRAPHY AND STATISTICS. SANTOS. Available at: <https://www.ibge.gov.br/cidades-e-estados/sp/santos.html>  
Accessed on: July 10, 2024.

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#### SOME FINDINGS ON LOCAL EDUCATIONAL POLICY

- In 2023, new legislation on inclusive education was published, with an emphasis on the “right to enroll in regular education classes” and the “promotion of actions aimed at developing an inclusive school culture with the participation of students, family members, the school community, bodies dedicated to the subject and organized civil society.”
- There are several support services for students who are the target group of special education: the specialized teacher; pedagogical, accessibility and assistive technology resources; professionals who work with students with hearing impairment and deafness or deaf-blindness; among others.
- AEE teachers are in all schools, in two shifts: morning and afternoon.

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In Santos, the key role of continuing education is to implement the Special Education Policy of the State of São Paulo. Training begins with managers, so that they can initiate actions at the frontline. In terms of training structure, the Paulo Renato Costa Souza School for Training and Improvement of Professionals in Education (Efape) stands out, which, in conjunction with the Pedagogical Coordination Office (Coped), organizes continuing education for the entire state network of São Paulo.

In the municipal network, ongoing training in special education from an inclusive perspective is the responsibility of the Special Education Section of the Municipal Education Department. Training takes place both at the Department's headquarters and in the schools. There are technical-pedagogical support actions organized with the schools aiming to promote dialogue about the daily difficulties encountered and offering in-service training in Collective Pedagogical Work Classes.

There is also a partnership with Non-Governmental Organizations (NGOs) for the training of managers and teachers and consolidation of the case study methodology. In addition, there is the Permanent Forum for Inclusive Education in Santos, a space for study, reflection and dialogue on inclusive education.

**“Our ongoing training configurations are now supported. We are no longer limited to talking: we have a way to move and implement an inclusion policy, thinking about students with disabilities.”**

- Director of the Department of Educational Modalities and Specialized Assistance - DEMOD, of the Pedagogical Coordination of the State Secretariat of Education - COPED of São Paulo

## **WHAT IS THE PAULO RENATO COSTA SOUZA SCHOOL FOR TRAINING AND IMPROVEMENT OF EDUCATION PROFESSIONALS (EFAPE)?**

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Efape was created in 2009 to support all Seduc-SP employees in their comprehensive professional development and, in this way, impact the learning of students in the São Paulo public school system. To this end, it promotes the qualification of professionals who work in central and linked bodies, such as education directorates and schools, developing studies, planning, evaluation and management of the execution of training, improvement and continuing education programs. In 2011, it became a Coordination Office, and, in 2019, it began to serve all municipal education employees in the state of São Paulo.

# CASE 5

## CITY OF GLASGOW (SCOTLAND)

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### COUNTRY

Scotland

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### LOCATION

Europe

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### AREA

78.789 km<sup>2</sup>

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### ESTIMATED POPULATION

5.436.600 habitantes\*

\* SCOTLAND’S CENSUS 2022 - ROUNDED POPULATION ESTIMATES. Available at: <https://www.scotlandscensus.gov.uk/2022-results/scotland-s-census-2022-rounded-population-estimates/>. Accessed on: July 10, 2024.

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### HUMAN DEVELOPMENT INDEX (HDI)

15<sup>th</sup> position in the HDI ranking (2022) - United Kingdom

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### ADMINISTRATIVE STRUCTURE AND EDUCATIONAL AUTONOMY

Scotland is one of the four countries that make up the United Kingdom. It is administratively organized into areas of local government, called local authorities, which have autonomy for the administration of public services, including education. One of these local authorities is the city of Glasgow.

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### COMPULSORY BASIC EDUCATION

From five to 16 years old.

Education is established at the following levels: primary education, which includes levels 1 to 7 (from five to 12 years old) and operates full-time; secondary education, which includes six levels (from 12 to 18 years old), with levels one to four (from 12 to 16 years old) being compulsory full-time attendance and levels five and six (from 16 to 18 years old) being optional and with variable timetables.

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### CRPD

Ratified in 2009.

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## **TARGET STUDENTS FOR INCLUSIVE EDUCATION**

Every student, without exception, who needs additional learning support.

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## **PERCENTAGE OF TARGET GROUP SPECIAL EDUCATION STUDENTS ENROLLED IN REGULAR SCHOOLS**

99% (2022)

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## **PERCENTAGE OF TARGET GROUP SPECIAL EDUCATION STUDENTS ENROLLED IN SPECIAL SCHOOLS**

1%

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## **SOME FINDINGS ON LOCAL EDUCATIONAL POLICY**

- There are reference documents that contribute to the implementation of a school for all:
  - Curriculum for Excellence – puts students at the heart of education;
  - Ensuring the Best for Every Child – refers to the conditions necessary for an education in which all students feel safe, healthy, successful, welcomed, active, respected, responsible and included;
  - Law on Additional Support for Learning – the term “Need for Additional Support” (NAA) is defined, a broad and inclusive expression that applies to all students who, for whatever reason, short or long term, need support to make the most of their school education and be fully included.
  - The Inclusion Ambassadors, a group of high school students with additional support needs, was created to ensure their voices are heard in national discussions about education policy. They created the document “If I were a principal for a day.”
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## **REGULATORY MILESTONES**

- [Curriculum for Excellence](#)
  - [Ensuring the Best for Every Child](#)
  - [Law on Additional Support for Learning](#)
  - [Additional Support Needs \(ASN\)](#)
  - [Career-Long Professional Learning](#)
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In Scotland, initial teacher training, with integrated internships and which leads to a professional degree, lasts four years. Teachers can also complete their initial training in a different field and then pursue a one-year, full-time post-graduate education course, which includes an integrated internship, to obtain their teaching qualification. In both cases, a year of supervised teaching practice is added during the first year of teaching as a way of supporting the initiation into the teaching career.

All teacher training courses include topics related to inclusive education. To obtain certification<sup>1</sup> and work in the ASN area, the teacher must be registered as a teacher at primary or secondary level and present a certificate in ASN, which ensures specific training in the related topics.

Lifelong Professional Learning<sup>2</sup> (LLP) assumes that the experiences of all children and young people are shaped by the values and dispositions of those who work to educate them. These values are ideals by which teachers shape their professional practices and sustain a deep commitment to the cognitive, social and emotional development and well-being of students.

Career-long learning initiatives can originate at the school level and at local, regional and national levels. Training coordinated by local authorities,

<sup>1</sup> ADDITIONAL SUBJECT OR SECTOR REGISTRATION. GTC Scotland. Available at: <https://www.gtcs.org.uk/knowledge-base/sections/additional-subject-or-sector-registration>. Accessed on: July 10, 2024.

<sup>2</sup> THE STANDARD FOR CAREER-LONG PROFESSIONAL LEARNING. GTC Scotland. Available at: <https://www.gtcs.org.uk/documents/the-standard-for-career-long-professional-learning>. Accessed on: July 10, 2024.

which can take place in schools and can fund training provided by universities, is supervised by Education Improvement Services, which are responsible for coordinating quality improvement, organizing professional learning events to develop skills, and establishing learning networks and communities.

Training is organized primarily at the local level, varying according to the needs of each context. To enter the teaching profession and remain in it, teachers must meet a set of requirements, developed flexibly according to their motivations and professional interests, and which become the basis for assessing professional learning throughout their career.

**“There is not a single teacher on the grounds who does not believe that learning and teaching should be open to all people. The ‘mirrors’ and ‘windows’ mean that young people should see themselves in the curriculum, but they should also be able to see other people through their curriculum. That is where we are focusing much of our work.”**

— Head Teacher of Drumchapel High School



# CASE 6

## AUTONOMOUS COMMUNITY OF VALENCIA (SPAIN)

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### COUNTRY

Spain

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### LOCATION

Europe (Iberian Peninsula)

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### AREA

505.983 km<sup>2</sup>

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### POPULATION

5.477.760 inhabitants\*

\* INE - NATIONAL INSTITUTE OF STATISTICS. Autonomous Community of Valencia: population data. Available at: <https://www.ine.es/jaxiT3/Datos.htm?t=2875>. Accessed on: July 10, 2024.

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### HUMAN DEVELOPMENT INDEX (HDI)

27th in the HDI ranking (2022)

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### ADMINISTRATIVE STRUCTURE AND EDUCATIONAL AUTONOMY

Spain is a parliamentary monarchy, administratively organized into 17 autonomous communities, endowed with legislative autonomy, executive and administrative powers that are performed by their own representatives.

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### COMPULSORY BASIC EDUCATION

From six to sixteen years old.

Primary education is made up of three cycles: initial, from six to eight years old; middle, from eight to 10 years old; and upper, from 10 to 12 years old. Secondary education goes from 12 to 16 years old.

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### CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES (CRPD)

Ratified in 2008.

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### TARGET STUDENTS FOR INCLUSIVE EDUCATION

Students with specific educational support needs.

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## PERCENTAGE OF TARGET GROUP SPECIAL EDUCATION STUDENTS ENROLLED IN REGULAR SCHOOLS

83,8% (2022)

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## PERCENTAGE OF TARGET GROUP SPECIAL EDUCATION STUDENTS ENROLLED IN SPECIAL SCHOOLS

16.2% of students enrolled in special schools or in special classrooms in regular schools (2022)

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## SOME FINDINGS ON LOCAL EDUCATIONAL POLICY

- Educational support should preferably be provided in the classroom to any student who needs it. It is organized into:
    - **GRADE 1** sporadic, episodic (non-specialized) support;
    - **GRADE 2** specialized support in some areas and environments;
    - **GRADE 3** specific, specialized and regular support in most areas and contexts, taking up more than half of the weekly school day.
  - There are four levels of educational response:
    - **LEVEL 1** aimed at the entire educational community and the school's relations with the socio-community environment;
    - **LEVEL 2** intended for all students in the class group and consisting of general measures;
    - **LEVEL 3** measures aimed at students who require a differentiated response, individually or in groups;
    - **LEVEL 4** aimed at students with specific educational support needs, who require extraordinary educational responses, documented in a socio-pedagogical report.
  - In teaching units, in addition to tutors or full professors, there are also teachers with and without specialization and professionals in the field of education.
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## REGULATORY MILESTONES

- Organic Act nº 3/2020
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In the Autonomous Community of Valencia, initial teacher training is a four-year university degree for primary education and a master's degree for secondary education. The National Agency for Quality Assessment and Accreditation is responsible for monitoring and validating this training. A specific feature of this region is that ongoing training is a shared responsibility between the teachers themselves, who actively assume the role of trainers, the schools and the competent education council.

It all starts with a survey of educational needs, carried out by the Training, Innovation and Educational Resources Centers (Cefire). Specific ongoing training in inclusive education is the responsibility of the Inclusive Education Cefire.<sup>1</sup>

These centers are also responsible for monitoring and evaluating training, with coordination of training being the responsibility of the Teacher Training Service. Training has an impact on the progression of a teacher's career and training evaluation is expected, organized by the Teacher Continuing Education Committee.

<sup>1</sup> CEFIRE - CENTER FOR TRAINING, RESOURCES AND EDUCATIONAL INNOVATION. INCLUSIVE Education. Available at: <https://portal.edu.gva.es/cefireinclusiva/es/inicio/>. Accessed on: July 10, 2024.

Teacher training includes in-person activities in schools, courses, workshops, seminars, working groups and workshops on good practices. There is also a practical component to ensure participation and effective change towards a more inclusive pedagogy. Trainers are usually non-university professors, with knowledge and experience of the education system and its regulatory frameworks, specific methodologies and teaching methods, and the structure of the Education, Culture and Sports Council, among other expected skills.

**“When we started, we were struck by the fact that some schools wanted to be inclusive immediately and forever. The challenge was to make them understand that inclusion is not just a practice, but needs to be rooted in policies and cultures. If it doesn’t have that support, it won’t last long. An enthusiastic teacher might even start, but it’s like a vacation that will end later.”**

— CEFIRE Director

# CASE 7

## PORTUGAL

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### COUNTRY

Portugal

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### LOCATION

Europe

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### AREA

92.212 km<sup>2</sup>

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### POPULATION

10.343.066 inhabitants\*

\* PORDATA. 2021 Census of Portugal: Results by theme and by municipality. Information on the population of Portugal. Available at: <https://www.pordata.pt/censos/resultados/populacao-portugal-1075>. Accessed on: July 10, 2024.

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### HUMAN DEVELOPMENT INDEX (HDI)

42nd position in the HDI ranking (2022)

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### ADMINISTRATIVE STRUCTURE AND EDUCATIONAL AUTONOMY

Portugal is a unitary semi-presidential constitutional republic. Administratively it is divided into 18 districts and two autonomous regions. Compulsory schooling is regulated by the State through the Ministry of Education.

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### COMPULSORY BASIC EDUCATION

From six to 18 years old.

The system is organized into: basic education, consisting of three cycles – 1st cycle (from five or six years old to nine years old), 2nd cycle (from 10 to 11 years old), 3rd cycle (from 12 to 15 years old); and secondary education (from 16 to 18 years old). In Portugal, pre-school education is not compulsory, but it is free and has nationwide coverage.

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### CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES (CRPD)

Ratified in 2009.

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### TARGET STUDENTS FOR INCLUSIVE EDUCATION

All students who, during their schooling, require support or measures to support learning and inclusion.

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## PERCENTAGE OF TARGET GROUP SPECIAL EDUCATION STUDENTS ENROLLED IN REGULAR SCHOOLS

In 2022, selective and/or additional measures to support learning and inclusion were implemented for 7.4% of all students in Portugal. In 2018, 99% of students with disabilities were enrolled in mainstream schools.

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## PERCENTAGE OF TARGET GROUP SPECIAL EDUCATION STUDENTS ENROLLED IN SPECIAL SCHOOLS

All students with disabilities should be enrolled in regular schools. However, it is estimated that 1% of them attend other educational alternatives.

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## SOME FINDINGS ON LOCAL EDUCATIONAL POLICY

- There are three measures to support learning and inclusion to meet students' educational needs, implemented using a multi-level approach:
    - universal measures: covering all students;
    - selective measures: aimed at students at increased risk;
    - additional measures: interventions of greater frequency and intensity, defined according to needs and potential.
  - In the field of vision, bilingual education and early childhood intervention, reference schools have been identified, which have human and material resources for specific care for students; they are common schools, where students with and without disabilities share the curricula and available resources.
  - Inclusive education has been one of the priorities of continuing education, with actions offered free of charge by the School Association Training Centers (CFAE).
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## MARCOS REGULATÓRIOS

- [Legal Framework for Inclusive Education](#)
  - [Republic Assembly Resolution No. 56](#)
  - [Inclusive Education Report in Portugal](#)
  - [Inclusive Education: Practice Support Guide](#)
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In Portugal, special education teachers are an integral part of the teaching staff of schools and educational groups. These are organizational units provided for in Portuguese legislation for the integration of teaching units to promote joint work in the same territory and facilitate transitions between cycles and schools. The role of teachers is cross-cutting to ensure access, participation, learning and well-being for all students. Their work follows the logic of collaboration and co-responsibility with other teachers to create strategies for pedagogical differentiation and identify means of motivation, representation and expression.

Teacher training for inclusive education is provided for in the current legal framework for professional qualifications for teaching in pre-school, primary and secondary education.

The nearly 90 CFAEs, which are located at the headquarters of the associated schools, are responsible for structuring continuing education. They assess needs and organize various types of actions, including workshops (50 hours), courses (25 hours), short-term actions (from 3 to 9 hours) and internships.

There is also continuing education offered by professional associations, higher education institutions, unions and private entities. If they are accredited, the actions are counted towards the progression of teachers' professional careers. The supervision and accreditation of entities, trainers and courses is the responsibility of the Scientific-Pedagogical Council for Continuing Education (CCPFC), an agency of the Ministry of Education.

**“When we talk about pedagogical differentiation, no one imagines that differentiation may have nothing to do with learning difficulties, but with paths that students should follow, with different projects and work to achieve the same objectives.”**

— President of CCPFC



# CASE 8

## URUGUAY

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### COUNTRY

Uruguay

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### LOCATION

South America

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### AREA

176.215 km<sup>2</sup>

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### POPULATION

3.444.263 inhabitants\*

\* NATIONAL INSTITUTE OF STATISTICS. Preliminary population: 3,444,263 inhabitants. Available at: <https://www.gub.uy/instituto-nacional-estadistica/comunicacion/noticias/poblacion-preliminar-3444263-habitantes>. Accessed on: July 10, 2024.

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### HUMAN DEVELOPMENT INDEX (HDI)

52nd position in the HDI ranking (2022)

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### ADMINISTRATIVE STRUCTURE AND EDUCATIONAL AUTONOMY

Uruguay is a unitary state: justice, education, health, external security, politics and defense are administered by the federal government throughout the country..

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### COMPULSORY BASIC EDUCATION

From four to 18 years old.

Free compulsory education is structured into: 1st cycle, from initial education (from three to five years old, being optional at three years old) up to the 2nd year of primary education (up to eight years old); 2nd cycle, from the 3rd to the 6th year of primary education (from nine to 11 years old); 3rd cycle, corresponding to the 7th, 8th and 9th year of secondary education (from 12 to 14 years old); and 4th cycle, corresponding to higher education, from the 1st to the 3rd year (from 15 to 17/18 years old).

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### CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES (CRPD)

Approved in 2008.

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### TARGET STUDENTS FOR INCLUSIVE EDUCATION

All students, with emphasis on those who are in a situation of exclusion or risk of marginalization, such as people with disabilities.

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## PERCENTAGE OF TARGET GROUP SPECIAL EDUCATION STUDENTS ENROLLED IN REGULAR SCHOOLS

According to official Uruguayan government documents, there are no official data on these registrations.

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## SOME FINDINGS ON LOCAL EDUCATIONAL POLICY

- Inclusive education focuses on the full and effective participation, accessibility, support and learning achievements of all students, especially those who, for different reasons, find themselves in situations of exclusion or risk of marginalization.
  - Every student has the right to the support they need. Schools, like all educational environments, must identify the barriers and obstacles that impede the participation, learning and autonomy of students, with or without disabilities, and take steps to eliminate them. This process operates in a networked, collaborative manner between schools and the educational community.
  - Continuing education is the responsibility of the Federal Education Council, which provides training for inclusive education for professionals responsible for supervising educational services in the education network and for managing schools.
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## REGULATORY MILESTONES

- [National Curricular Landmark published in 2022](#)
  - [ANEP Educational Development Plan 2020-2024](#)
  - [Action protocol to guarantee the right to inclusive education for people with disabilities](#)
  - [National Education Policy Plan 2020-2025](#)
- 

Uruguay's education system is undergoing transformation and has been successful updating documents that support public policies for inclusive education. Since 2022, several protocols and decrees have been created and implemented in the country to improve the quality of basic education, inclusive education, and the training of teachers and education professionals. Among them, Decree 350 led to the approval of the action protocol

to guarantee the right to inclusive education for people with disabilities. It provides for the training and updating of teaching and non-teaching staff.

Initial teacher training lasts four years, with the State being the main training entity, but it is not considered a higher education course. Recent documents, such as the National Education Policy Plan 2020-2025, describe planned investments aimed at enhancing and reorganizing teacher training through the Education Training Council (CFE).

The National Public Education Administration (Anep), through the CFE, is the body responsible for the ongoing training of teachers, which is free of charge. Specific training in special education takes place both in initial training and in specialization and postgraduate courses, also under the responsibility of the CFE.

Despite advances in terms of legislation and regulations, special education is currently carried out by special schools, classrooms with inclusion in regular education groups, support teachers in regular schools, shared regular and special schools, and support in special schools, among others. The country also faces the challenge of overcoming the lack of support provided to schools for the inclusion of students with specific needs and in the resources allocated to effective continuing education for inclusive education.

Opportunities for collective professional development are valued, identified as spaces for sharing experiences among colleagues and for discussing cases of students who need more support for their integral development and inclusion. At the time of the research, some courses were

being planned for teachers in early and regular education and for principals and inspectors.

One Uruguayan initiative that deserves to be highlighted is the A.PR.EN.D.E.R. Schools Program – Priority Attention in Environments with Relative Structural Difficulties. This program seeks to ensure all children have access to and remain in the educational system while achieving quality learning outcomes. It provides supplementary resources and state management to enhance educational activities, helping to reduce repetition and school dropout rates and to improve learning levels.

**“Teacher training for inclusive education in Uruguay has had its ups and downs. The 1990s were a golden age, with specializations in care for people with intellectual disabilities, but this initiative was ended [as were other initiatives that took place between 2000 and 2007]. That is why this center [In-Service Training Institute] plays an important role: we restarted the training process.”**

— General Coordinator of the In-Service Training Institute of the General Directorate of Initial and Primary Education of ANEP



# TEN DIMENSIONS OF CONTINUING EDUCATION POLICY ANALYSIS

The experiences presented in this publication portray the efforts of different cities and countries to implement the CRPD in different contexts and through different paths, but all of them have seen continuing education for educators as an essential path to achieving significant transformations in the lives of students with disabilities. Whether in Latin America or Europe, the cases show the importance of community, peer exchange and networking for these trainings to be effective and to enhance the entire educational system for inclusion.

Based on the analysis of interviews, focus groups, legislation, documents and international recommendations on inclusive education, the researchers gathered findings, reflections and elements to consider in order to build relevant training and promote inclusive education across ten dimensions: 1) legislation; 2) training structures; 3) teacher and administrator priorities; 4) trainer

profiles; 5) participation and impact of continuing education on teaching careers; 6) types and environments of continuing education; 7) most-common themes; 8) methodologies; 9) Assessment of participants and continuing education activities; 10) public policies and financing.

## **1. LEGISLATION**

Having a commitment to inclusive education outlined in law provides guidance for training, as it allows for the development of regional and local projects and provides a set of principles to guide and inspire the development of training programs. National legislative guidelines strengthen the allocation of human, organizational, material and financial resources for continuing education.

On the other hand, these laws cannot be generic, because this allows for multiple interpretations by those responsible for implementing education policies and may result in training that is not in line with the country's intentions. It is also important to standardize the concept of inclusive education in legislation to define the target group of the initiatives. Legislation also allows policies to transcend administrations, so as not to affect the implementation and continuity of ongoing training programs.

In short, the existence of national legislation paves the way for inspiring local teacher training policies, providing the means and funding for this purpose. However, its existence alone, although essential, does not ensure the achievement of its objectives.

## POINTS TO OBSERVE

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- Conceptual and practical gaps between national policies and legislation and local policies on ongoing training for inclusive education.
  - Lack of continuity in training policies.
  - Limited continuing education opportunities.
  - Lack of a guiding framework that provides predictability and continuity for continuing education projects and programs.
  - Restricting training programs to specialist teachers.
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## 2. TRAINING STRUCTURES

Although continuing education structures require the participation of professionals from the networks themselves, one must be careful to ensure that they do not end up taking on multiple tasks. It is also important to ensure they have access to training locations. Although partnerships with NGOs and third sector institutions exist, it is important to consider that they may serve their own interests rather than the needs of public education. Furthermore, private training initiatives should not be considered public policy options for ongoing training in inclusive education, but rather an individual option for education professionals.

## POINTS TO OBSERVE

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- The importance of having training structures specifically designed to ensure conceiving, planning and



implementation of ongoing training actions for inclusive education.

- Lack of ongoing training provided in a predictable and complementary manner.
  - Lack of support for professionals' facing challenges, such as access to available spots and the cost of transportation and food to participate in training..
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### **3. TEACHER AND ADMINISTRATOR PRIORITIES**

Understanding the individual needs of education professionals and schools is essential for training institutions and administrators to be able to formulate effective training in inclusive education. One way to find out is by sending questionnaires at different times during the school year or during scheduled activities, such as pedagogical meetings. Another possibility is through course evaluation forms.

The collected information must be systemized and evaluated by teams dedicated to this purpose, and the needs identified in the forms must be included in annual or multi-year training plans. To this end, however, these information collection tools must be regularly updated to capture emerging trends and demands, as well as faculty dissatisfaction.

As it is a cross-curricular teaching modality, special education requires that training be scheduled and planned before the end of each school year to be implemented the following year. This

also helps to reconcile teachers' other work and training schedules.

It is also essential to create channels for teachers to articulate their needs to schools, which can be converted into a plan for improving the school unit. Beyond this organizational structure within educational systems and schools, training needs for inclusive education can be integrated into individual professional learning plans throughout a teacher's career.

### POINTS TO OBSERVE

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- Administrative management bodies need to consider the training needs of teachers and schools as a central point for an ongoing training plan for inclusive education.
  - Understanding by teachers and schools that ongoing training for inclusive education can be individualized and can also be integrated into the professional development path.
  - Expanding collective efforts to align and converge priorities for offering ongoing training for inclusive education.
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## 4. TRAINER PROFILES

The participation of teachers in the training of colleagues contributes to the development and maintenance of inclusive processes in schools. Thus, the trainer becomes the mediator of spaces for study and professional development, for in-

depth study, for reflection on teaching practice and work, and for the exchange of experiences.

The selection and hiring criteria for trainers may be based on résumé analysis, interviews or invitations to carry out specific activities. Regardless, training must be carried out in alignment with the principles and objectives proposed by the local administrative management, aiming to promote the comprehensive education of students with disabilities in regular schools. It is important to ensure hiring models that strengthen the continuity of training processes and prevent them from being interrupted.

To assess whether the hired professionals have met the objectives of inclusive education, participant evaluations can serve as key elements in determining whether the professional should continue in their role.

Teamwork and coordination among different trainers help to align content, methodologies and complementary elements in the training process. This is particularly important to ensure that design and execution of the training are not isolated activities or the sole responsibility of one trainer.

## **5. PARTICIPATION AND IMPACT OF CONTINUING EDUCATION ON TEACHING CAREERS**

Ongoing training for inclusive education has its own identity which considers the unique characteristics of each individual, but it is not limited to

specific interventions with students with disabilities. Since it is linked to the pursuit of effective education for all, it must reach increasingly broader audiences and cannot be aimed only at teachers, support staff or technicians who work directly with students who are the target group for special education.

Enabling job progression, including possible additional incentives or increased pay within the same role, or even career advancement to other positions, can be a way to encourage participation in courses. On the other hand, it is important to ensure this approach does not encourage participation solely for the sake of obtaining a certificate, leaving professional development a secondary concern.

#### **POINTS TO OBSERVE**

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- The need for all teachers to participate in ongoing training in inclusive education.
- The importance of ensuring that participation in ongoing training activities in inclusive education leads to progression in both teaching role and career.
- Caution that obtaining certificates to progress in one's career should not become, for teachers, a more important objective than their own professional development.

## 6. TYPES AND ENVIRONMENTS OF CONTINUING EDUCATION

Extended continuing education, e.g., courses, workshops or internships lasting weeks or months, is more likely to generate specific effects on teachers' practices with students with and without disabilities, on schools' political-pedagogical decisions and on the construction of more inclusive educational communities.

Although online training is important for eliminating geographical barriers and enabling the participation of many professionals, it can encourage intermittent participation and generate a high dropout rate. Therefore, incorporating synchronous and high-quality tutorials throughout this training model can significantly improve the result.

In-person training, in turn, allows for more interaction between trainer and participants, similar to the interactions that take place in schools. They provide more-complex environments for verbal and non-verbal communication between those present and fosters the development of socio-emotional and group management skills.

However, for these training courses to take place, logistical and financial aspects must be considered, as they can be costly and require prior organization of school schedules to allow for planned replacements of professionals, in order not to disrupt the academic calendar.

Hybrid environments allow for more personalized monitoring of participants while also providing accountability and motivation.

## 7. MOST-COMMON THEMES

In training, there are two types of frequent themes: contextual themes, that is, those aimed at factors that may have an impact on the educational inclusion of students with or without disabilities; and categorical themes, on specific characteristics of certain students or groups.

Contextual themes have gained more space in training offerings, especially those related to the possibility of understanding and intervening with all students, valuing their diversity. The focus has shifted to working with the person and their rights, rather than with the disability.

Ongoing training about people with disabilities in Quilombola<sup>1</sup> groups, Indigenous peoples, Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, Pansexual, and Non-binary(LGBTQIAPN+) people, students in situations of deprivation of liberty and others must have content with an inclusive perspective, even when the focus is on a specific group. This approach makes the system more welcoming and increases the fight against discriminatory attitudes still present among teachers, students, educational communities and society.

Ongoing training for inclusive education prepares teachers and other education professionals to promote the responsibility of all students in building inclusive environments. To do this, it

<sup>1</sup> Quilombola refers to a person or community in Brazil that is descended from enslaved Africans who escaped and formed settlements, known as quilombos, during the colonial and post-colonial periods.

is essential to work on teachers' understanding attitudes in the classroom, as well as the way they address students and families.

Training sessions that cover topics with little connection to real-life situations in the school context are insufficient to influence changes in teachers' pedagogical practices and in educational settings. It is also necessary to be cautious with “fads,” such as the use of new concepts and emerging themes, like neuroeducation, in pedagogical practices.

### POINTS TO OBSERVE

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- The difficulty of transferring continuing education themes into pedagogical practice with content that is not closely linked to inclusive educational contexts.
  - Concern with emerging themes that, although based on research results, pose challenges in terms of applicability in inclusive educational settings and practices.
  - The need to adopt the social model of disability, understanding that training aimed at the characteristics of specific groups should not center on diagnoses from a medicalized perspective.
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## 8. METHODOLOGIES

Methodologies can support ongoing training by providing opportunities to share fears, challenges and solutions that are common to teachers' experiences. In that sense, it is important to carry out activities in a flexible and planned manner, namely, tailored to the realities of the target audience.

## TYPES OF CONTEXTUAL THEMES

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- 1 Knowledge of legislation on inclusive education
- 2 Concepts about inclusive education
- 3 Inclusive education as a human right
- 4 Universal Design for Learning (UDL)
- 5 Curriculum development and flexibility
- 6 Inclusive pedagogies: inclusive learning and participation
- 7 Collaboration in the school community
- 8 Engaging and working with families and communities
- 9 Socio-emotional skills
- 10 Inclusive management
- 11 Inclusion resources
- 12 Inclusive educational assessment

That way, the experiences, motivations and needs of the participants are met. The foundation is the principles of UDL, so that the training methodology mirrors what participants are expected to adopt in their own practices.

It is also important to establish a close and explicit relationship between theory and practice, so that pedagogical practices are based on scientific knowledge in the area of inclusive education.

Another aspect concerns the use of active methodologies during training, so that participants are encouraged to express themselves and discuss concepts and reflections on their practices. That way, it is possible to share the difficulties faced and the solutions found, strengthening the role of the student or trainee in the process of knowledge construction.



Some characteristics of the trainers themselves can influence the type and quality of the methodologies. Empathy and humility are essential to embrace different perspectives during sharing and to provide safe spaces for training participants to express themselves without fear of being judged, evaluated or questioned.

The interaction must be dynamic, assertive and participatory on the part of the trainer, to establish a positive atmosphere among everyone in classroom environments.

### **FACTORS TO PROMOTE IMPACT AND REFLECTION THROUGH METHODOLOGIES**

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- Coherence between training objectives and methodologies used.
  - Clear and consistent link between theory and practice.
  - Use of active methodologies that place participants at the center of the learning and professional development process.
  - Development of collaborative approaches in which participants are encouraged to share difficulties and discuss topics that may initially be challenging.
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## **9.ASSESSMENT OF PARTICIPANTS AND CONTINUING EDUCATION ACTIVITIES**

Evaluations of trainers and training activities are essential to achieving the objectives of inclusive

## WHAT IS UNIVERSAL DESIGN FOR LEARNING (UDL)?

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UDL promotes strategies to overcome the barriers present in most existing curricula and can serve as a foundation for building flexible options and maximizing learning opportunities.

From the acronym, we understand that: it is Universal, that is, it develops a curriculum for everyone, respecting each individual's background; it is a Design that envisions several possibilities for action, considering differences in school context; and guarantees the unique Learning process of each student.

## OTHER SUCCESSFUL METHODOLOGIES IDENTIFIED IN THE RESEARCH

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- 1 Case studies involving presentation, critical analysis and discussion of real situations in inclusive contexts.
- 2 Analysis of situations within a school context, based on reflection on cases brought up by participants.
- 3 Conversation circles, where discussions and reflections take place from different perspectives regarding a specific situation or training content.
- 4 Conversations addressing controversial topics that tend to be overlooked and hidden in the name of "good relationships."

education established in international protocols and local legislation. In the case of trainings, they can be evaluated at the same time as they occur, which allows the trainer to redirect and adapt strategies and content during the activity.

Trainings should be evaluated by participants, by the trainers themselves and by the organizations responsible for offering the training activi-

ties. Evaluations allow us to observe the connection between a training and its long-term effects, which is why they should be carried out throughout the professional career and not just at the time of the courses.

## **10. PUBLIC POLICIES AND FINANCING**

Teacher continuing education policies and their consequences in schools depend on the allocation of resources, which can include various types of costs, such as financial (through the transfer of resources from the federal government to states and municipalities, for example), human (through the hiring of professionals for continuing education of teachers) and physical (through the adaptation of spaces in schools). In addition, they enable operational, design and planning actions to support meetings, seminars and conferences that are organized with the specific purpose of ongoing teacher development.

Without funding policies, many interested teachers end up resorting to private training, shifting the collective responsibility to the individual. However, this support should not come only in response to urgent funding needs: the key lies in prioritizing existing resources, especially to reach schools located in areas of high social vulnerability.

A relevant point of attention is that funding must be aimed at reducing inequalities and, therefore, should not favor specialized institutions, but rather strengthen the actions of regular schools

to guarantee accessibility, multifunctional resources, teacher training, and support professionals, among other actions.

According to the “Strength through Diversity Policy Survey,”<sup>1</sup> most education systems direct additional resources to schools based on the enrollment of specific groups of students, composed of children and adolescents who are part of the target group for special education, from disadvantaged socioeconomic backgrounds, migrants and residents of specific geographic areas.

### POINTS TO OBSERVE

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- Financing is crucial for effective teacher training.
  - Insufficient resources delay or prevent the training objectives from being fully achieved.
  - Unequal distribution of resources without proper intentionality can deepen inequalities, not only between countries and regions, but between schools in the same city or education network.
  - Instability in both the continuity of policies and the allocation of resources can weaken the effectiveness of continuing education policies and the implementation of training actions in education networks, deepening inequalities and hindering the institutionalization of inclusive education.
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<sup>1</sup> Original name: “Strength through Diversity Policy Survey,” by the Organization for Economic Cooperation and Development (OECD)



## CHAPTER 7

# FINAL CONSIDERATIONS

This publication is both a point of arrival and a point of departure. It identifies different realities that, taken together, point to a progressive and collective commitment to inclusive education. This movement is clear in legislation, in the different ways of changing schools and in models of continuing education so that no student is left behind. The strengths and difficulties identified and analyzed constitute essential knowledge for organizing education systems, schools and training models and providing quality responses to all students.

Ongoing training for inclusive education is the path to the new social contract of education and must include actions by school managers connected with those of other entities that make up education, as well as with the entire organized society, since this is a collective project to build a school that guarantees the rights of children and adolescents with disabilities.

The paradigm of education is shifting from “different and for some” to “common and for all.” Schools are diverse and multicultural places in terms of abilities, cultures, ethnicities and religion.

Therefore, inclusion in education must be based on the appreciation of difference.

In that sense, the focus of continuing education is the diversity inherent to all people, and not only the characteristics – which are also diverse – of some groups. Ultimately, it should provide a meaningful education for all. Teachers must be prepared to carry out actions that involve the complexities of teaching, considering that each student brings a unique experience to school and that learning is a shared construction, influenced by positive interactions and relationships. As they are fundamental players in making inclusion possible, teachers are expected to change their attitudes, enabling the extension and adaptation of skills and resources for the benefit of the entire school community.

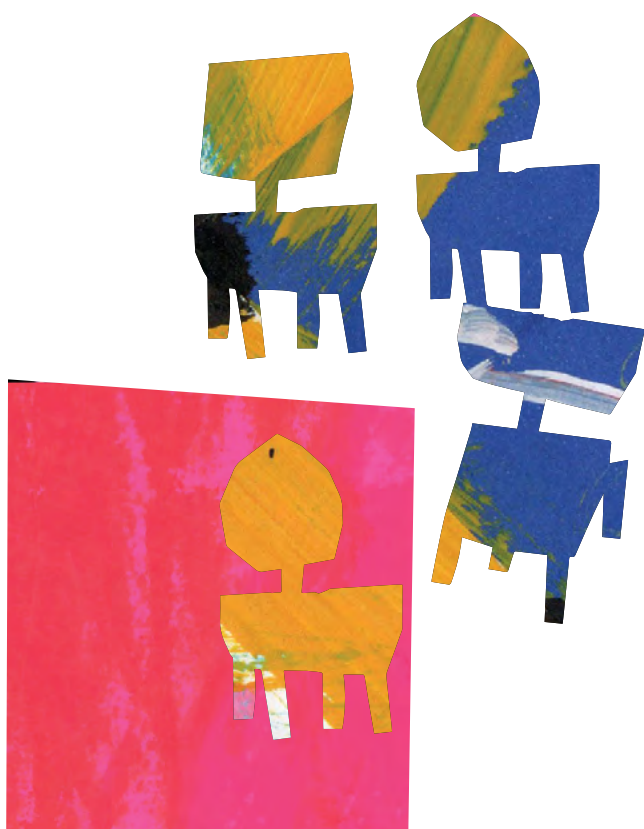
This research also proves that collaboration between participants in the school community is essential. Therefore, establishing a culture of exchange, with ongoing dialogue and mutual assistance, is a determining factor for the advancement of inclusive educational environments. This collaboration will allow the school to respond to everyday challenges in an articulate and supportive manner, and is essential to actively protect the educational needs of students in vulnerable situations, thus improving the overall quality of education.

In this regard, “educational quality” depends on offering positive experiences for all students and the school community. Considering “quality” as an attribute only intended for certain students, without principles of equity, favors a supposedly



“homogeneous” and elitist school, rooted in discrimination and privilege for a few—a school, therefore, incapable of fulfilling its mission to educate.

The result of extensive research and discussions with those who work in schools every day to ensure that education is provided to those who need it most, this publication brings forth reflections and lessons learned. We must thank those who generously shared their knowledge, as well as the teachers, managers, technicians, students, assistants and families from the education networks and contexts investigated. They are the true protagonists of inclusion.







## CHAPTER 8

# CALLS FOR ACTION

This publication provides information, concepts and experiences in inclusive education and, more specifically, in the ongoing training of teachers. Promoting a quality training process is a step forward towards inclusive education, but this depends on everyone's commitment, from those working in the classroom to students, families, school management and education networks. Thus, it's possible to strengthen training from an inclusive perspective and, therefore follow the provisions of national and international regulatory milestones to guarantee the right to education.

Based on the study of diverse, complex and provocative cases, this publication reinforces the research report's conclusions, which reiterates the concept that quality training guarantees improvements for an inclusive education in which all children and adolescents can learn more and better together in the same school environment.

But to achieve this, it is essential that decision-makers, education networks' representatives, training centers, secretariats and teachers commit to making education more inclusive.

The best answers will be developed collectively, based on exchanges between peers and in

dialogue with real-world cases. To support this process, the team responsible for this publication invites each individual, group, collective, or sector responsible for teacher training in a school or education network to reflect and develop proactive responses tailored to their reality.

After centuries in which the right to education has been systematically denied to the most vulnerable populations – namely children and adolescents with disabilities – this is a call for everyone to take the next steps together.



## LEGISLATION

**1** Are there specific local regulations on the provision of inclusive education and ongoing training processes that are aligned with the UN CRPD (Convention on the Rights of Persons with Disabilities)?

**2** Do guidelines to ongoing training for inclusive education make it clear that inclusive education takes place in common, pluralistic and heterogeneous schools and classrooms?

**3** Do the guidelines to ongoing training for inclusive education adopt the perspective that inclusion is the responsibility of the entire school community and that it happens when the school takes responsibility for and welcomes the individuality and diversity of all students?

## TRAINING STRUCTURES

**1** Do training centers and schools have action plans and political-pedagogical projects aimed at ongoing training for inclusive education?

**2** How is training planned over time and throughout the school year?

**3** How does the education network, training center and/or school provide conditions (financial and geographical/territorial proximity) so that teachers can participate in training?





## TEACHER AND ADMINISTRATOR PRIORITIES

**1** Are all students in the education system enrolled in regular schools and classes, without exceptions?

**2** Are training programs and processes developed based on consultative processes and instruments to understand the training demands and needs of teachers, educational managers, pedagogical teams, and school communities?

**3** How are the topics of continuing education defined? What measures are taken to ensure that needs are articulated by schools and teachers themselves?

**4** Does the provision of ongoing training for inclusive education involve the entire educational community, enabling the expansion of personal, professional and social skills for everyone?





## TRAINER PROFILES

- 1** Does the team of professionals responsible for ongoing training in the education network and/or school have knowledge, skills and experience in different areas?
- 2** Are the professionals responsible for the training processes from the education network and/or school itself? How are the people responsible for the ongoing training for inclusive education chosen?
- 3** Are the ongoing training courses for inclusive education offered by the network carried out by professionals in the pedagogical field who have knowledge and experience in inclusive concepts, political proposals and pedagogical practices within regular classrooms and in the local context?

## PARTICIPATION AND IMPACT OF CONTINUING EDUCATION ON TEACHING CAREERS

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**1** What incentives are promoted to encourage the participation of education professionals in ongoing training focused on inclusive education?

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**2** How does the ongoing training process for inclusive education support teachers' professional development? Is there a link between training activities and career progression, for example?

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## TYPES AND ENVIRONMENTS OF CONTINUING EDUCATION

**1** 16. Are there training activities that take place within the school itself and within teaching hours?

**2** Are the ongoing training courses for inclusive education offered by the network one-off sessions or do they allow for continuous support and monitoring of teachers' professional development in their specific teaching contexts and environments?

**3** Is there coordination and mobilization within schools to work towards the construction of environments and pedagogical strategies that consider each and every student, ensuring they learn and share knowledge and experiences together?

**4** How does the school work to create environments and pedagogical strategies that consider each and every student, ensuring they learn and share knowledge and experiences together?





## MOST-COMMON THEMES

- 1** Do ongoing training actions for inclusive education promote awareness-raising processes among teachers in regular classrooms, as well as the entire school community, about the collective responsibility to build equitable and inclusive education?
- 2** What are the training themes offered by the education department, training center and/or school? Do these themes emphasize the value of inclusive practices that encompass all students, even when the focus is on intervention with specific groups of students?
- 3** Does the ongoing training for inclusive education offered by the network go beyond updates on legislation and theoretical concepts of inclusive education, establishing relationships between theory and practice, case studies and debate among peers on concrete situations experienced at school?

## METHODOLOGIES

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**1** Do training programs and processes promote the appreciation of autonomy, creativity, collective work and the active role of teachers in providing pedagogical responses to the present and future challenges of the teaching profession?

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**2** Do the ongoing training courses for inclusive education offered by the network adopt methodologies that mirror the principles, approaches and practices that participants can use in the classroom with students?

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**3** How does the ongoing training process enable interactions between peers, promoting spaces for interplay, dialogue, reflection and exchange of experiences in an intentional and systematic way

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**4** How is the sharing of real-life experiences and promotion of collective responsibility to educate all students, with or without disabilities, encouraged?

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**5** How do training activities seek to foster complex communication interactions among participants and promote the development of socio-emotional and group management skills?

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## ASSESSMENT OF PARTICIPANTS AND CONTINUING EDUCATION ACTIVITIES

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**1** Do the network and team working on ongoing training for inclusive education carry out systematic and periodic evaluations of the training and its impacts?

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**2** How are ongoing training courses evaluated by education professionals? What are the main compliments, criticisms and suggestions for improvement?

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**3** Are ongoing training actions for inclusive education effective in promoting the development of skills and collaborative practices throughout the educational community?

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**4** Is there a diagnosis of how many professionals in the education network and/or school have undergone initial and/or continuing education processes aimed at promoting human diversity in a cross-cutting manner? How many feel capable of promoting educational opportunities for all students from the perspective of inclusive education?

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**5** How are families involved and/or engaged in ensuring the right to education for all people, with and without disabilities?

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## PUBLIC POLICIES AND FINANCING

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**1** Are educational resources primarily aimed at offering comprehensive and inclusive education in regular public schools?

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**2** Is there a budget allocated specifically to guarantee organizational, financial and material means necessary to systematically support teachers' development throughout their careers?

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**3** Are there action plans from the different administrative spheres with clear goals and strategies to promote ongoing training for inclusive education?

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**4** Are there clear goals and strategies agreed upon with the participation of the school community so that ongoing training for inclusive education becomes a reality for all teachers and the educational community, outlining programs that lead to the allocation of necessary organizational, material and human resources?

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**5** Are there resources aimed at enabling the work of specialized teachers and/or training centers that meet the demands of schools and educational communities?

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**6** How do resources enable the development of educational communities and the professional development of teachers throughout their careers?

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# **INCLUSIVE EDUCATION AND CONTINUING TEACHER TRAINING: NATIONAL AND INTERNATIONAL LESSONS LEARNED**

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