

Implementing Institution		Fundação Dorina Nowill para Cegos	
Sponsoring Institution		Instituto João Guilherme e Giovanna Ometto	
Períod	December to February	Submission Date	March 16, 2026
Activities Carried Out:			

The quarter was marked by three strategic movements of the Braille Bricks Program:

1. Structuring of the 14th edition of the Program (1st semester of 2026);
2. Qualified field monitoring, with concrete evidence of pedagogical application;
3. Institutional alignment meetings (platform, 4th award, and workshop);
4. Activities carried out;
5. Institutional visits to the Memory Center and the Braille Bricks Interactive Room;
6. Achievements reached in 2025;
7. Objectives of the Braille Bricks Program for 2026.

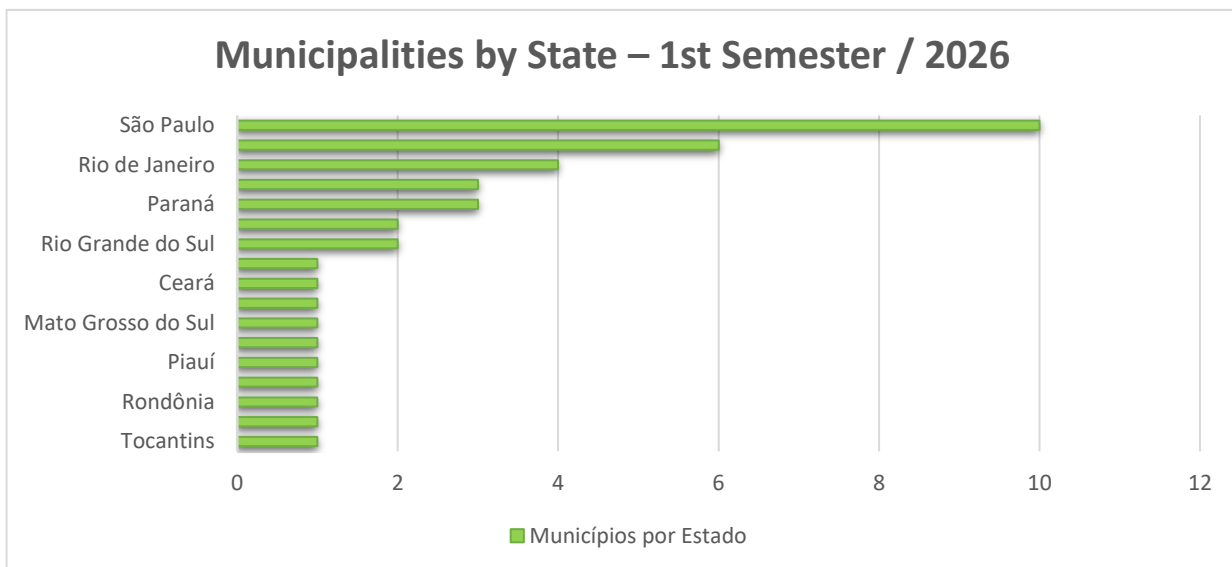
Development of Actions

1. Structuring of the 14th Edition of the Program (1st Semester of 2026)

- **Articulations for the first semester of 2026**

(Partnership Agreements signed between Fundação Dorina Nowill for the Blind and municipal departments of education, specialized institutions, private schools, and universities.)

Partnerships Signed – 1st Semester of 2026 (Presented in a Chart)



1.

Municipal Departments of Education

1. Apodi/RN
2. Araçoiaba da Serra/SP
3. Barra dos Coqueiros/SE
4. Bento Gonçalves/RS
5. Caruaru/PE
6. Cotia (**New Participants**)

7. Garanhuns/PE
8. Garça **(New Participants)**
9. Goiânia/GO
10. Guaratuba/PR
11. Ipojuca/PE
12. Jaboatão dos Guararapes/PE
13. Lucas do Rio Verde/ MT
14. Mogi das Cruzes/SP
15. Paranaguá **(New Participants)**
16. Patos/PB
17. Piedade/SP **(New Participants)**
18. Pirassununga/SP
19. Pocrane/MG
20. Pombos/PE
21. Pontal do Paraná **(New Participants)**
22. Queimados/RJ
23. Rio Claro/RJ **(New Participants)**
24. São Paulo/ SP **(New Participants)**
25. Sete Barras/SP **(New Participants)**
26. Sinop/MT
27. Valinhos **(New Participants)**
28. Vera Cruz/RS
29. Vitória de Santo Antão/PE

Partner Institutions

1. Associação de Pais e Amigos dos Excepcionais de Palmas
2. ASDEVRON – Associação dos Deficientes Visuais do Estado de Rondônia/RO
3. Associação dos Deficientes Visuais Campo-maiorenses - ADVIC
4. Associação Caruaruense de Cegos – Caruaru/PE
5. Associação Pestalozzi de Rio das Ostras/RJ
6. Centro de Apoio Pedagógico ao Deficiente Visual do Estado de Mato Grosso do Sul
7. Centro de Apoio Pedagógico às Pessoas com Deficiência Visual – CAP/Uberaba
8. Escola de Cegos Cyro Accioly – Maceió/AL
9. Escola da Inclusão – Secretaria de Estado
10. Instituto Santa Luzia de Itu **(New Participants)**
11. Núcleo de Apoio Pedagógico às Pessoas com Deficiência Visual – Goiânia
12. Oficina de Braille – Letícia Barboza
13. Rever – Reabilitação Visual

Private Schools

1. Colégio Champagnat Pinhal – Espírito Santo do Pinhal/SP

2. Colégio Casa da Tia Lea – Fortaleza/CE

In Progress

1. Angatuba/SP
2. Abreu e Lima/PE
3. Betim/MG
4. Búzios/RJ
5. Curitiba/GO
6. Itanhaém/SP
7. Maracapurú/AM
8. Mauá/SP
9. Paço de Lumiar/MG
10. Palmas/TO
11. Peruíbe/SP
12. Ribeirão Preto/SP
13. São Leopoldo/RS

Universities

1. Universidade Estadual do Paraná (UNESPAR)
2. Laboratório Didático de Educação Especial da USP (LADESP)
3. Universidade Federal do Acre

Note: Since 2025, according to the agreement established between Fundação Dorina Nowill for the Blind and the Municipal Department of Education of São Paulo, 200 places have been allocated for its educators in each edition of the training course.

• **Definition of the Training Course Schedule for Educators – 1st Semester 2026**

Module and Dates		Synchronous Events (Tuesdays, 7:30 pm – 9:00 pm)	Asynchronous Activities
INTRODUCTORY MODULE – GETTING TO KNOW THE COURSE	17/03/2026 a 23/03/2026		<ul style="list-style-type: none"> • Sending login credentials to access the Virtual Learning Environment (technical team). • Creation of WhatsApp groups (tutors).
	24/03/2026	<p><u>Meeting 1</u></p> <ul style="list-style-type: none"> • History and perspectives of the Braille Bricks Brasil Program – Ika Fleury • Understanding visual impairment – Maria Regina Marques Lopes Silva 	
	24/03/2026 a 30/03/2026		<ul style="list-style-type: none"> • Reading of the Course Plan. • Reading of the Course Schedule. • Activity A: Forum – Getting to Know the Course and the Participants.
	31/03/2026	<p><u>Meeting 2</u></p> <ul style="list-style-type: none"> • Meeting with the tutor: Getting to know the tutor and the participants – Tutor 	

Relatório trimestral de atividades realizadas

	31/03/2026 a 06/04/2026		<ul style="list-style-type: none"> Activity B: Questionnaire – Confirmation of enrollment in the Braille Bricks Brasil educator training course.
MÓDULO I	07/04/2026	<p>Meeting 3</p> <ul style="list-style-type: none"> Reflecting on the role of the educator in inclusion – Prof. Dr. Danielle Aparecida do Nascimento dos Santos Constructionist, Contextualized and Meaningful Approach (CCS) and clarification about the Intervention Plan – Prof. Dr. Elisa Tomoe Moriya Schlünzen 	<ul style="list-style-type: none"> Slides with the content covered during the meeting.
	07/04/2026 a 13/04/2026		<ul style="list-style-type: none"> Activity 1 (Individual): Forum – Reflection on Inclusive Education in your context.
	14/04/2026	<p>Meeting 4</p> <ul style="list-style-type: none"> History and Importance of the Braille System – Regina Fátima Introduction to the Braille System and examples of LBB applications – Luciane Maria Molina Barbosa 	<ul style="list-style-type: none">
	15/04/2026 a 20/04/2026		<ul style="list-style-type: none"> Activity 2 (Individual): Questionnaire – Basic notions of the Braille System. Creation of groups for the development of the Strategic Intervention Plan.
MODULE II	28/04/2026	<p>Meeting 5</p> <ul style="list-style-type: none"> The importance of play in education and pedagogical practices using LEGO® Braille Bricks – Bianca Chaló Development of educational materials for children with visual impairments – Bianca Chaló 	
	28/04/2026 a 04/05/2026		<ul style="list-style-type: none"> Activity 3 (Individual) – Questionnaire: The child, play, and creativity.
	05/05/2026	<p>Meeting 6</p> <ul style="list-style-type: none"> Meeting with the tutor: Practical activities with LBB. 	<p><i>This meeting takes place in a hybrid format: the tutor participates online while the course participants meet in person to use the LBB. Therefore, the municipality/institution representative must organize a suitable space with tables and chairs to accommodate the participants, a computer with internet access, webcam, microphone, multimedia projector, and speakers. In addition, it is important to ensure that all participants can be gathered in the same space or in small groups to handle the pieces, enabling an effective practical session with LBB.</i></p>
	05/05/2026 a 11/05/2026		<ul style="list-style-type: none"> Activity 4 (Individual): Forum – Playful learning and LEGO® Braille Bricks: conceptualization of the Strategic Intervention Plan.
	12/05/2026	<p>Meeting 7</p> <ul style="list-style-type: none"> Early Stimulation – Daniele Sales Ramos Lopes Literacy and language development of children with visual impairments – Maria Cristina Godoy Cruz Felipe 	
12/05/2026 a 18/05/2026		<ul style="list-style-type: none"> Activity 5 (Individual): Questionnaire – Visual Impairment and Early Stimulation. 	
MÓDULO III	19/05/2026	<p>Meeting 8</p> <ul style="list-style-type: none"> Meeting with the tutor: Guidance on the Strategic Intervention Plan – Tutor 	
	19/05/2026 a 25/05/2026		<ul style="list-style-type: none"> (Group) Beginning of the development of the Strategic Intervention Plan (SIP).
	26/05/2026	<p>Meeting 9</p> <ul style="list-style-type: none"> Basic foundations of audio description and guidelines for 	

		the use of images and videos with audio description in the Strategic Intervention Plan – Luciane Maria Molina Barbosa and Mariana Tavares.	
	26/05/2026 a 01/06/2026		<ul style="list-style-type: none"> (Group) Writing the Implementation Plan for the Strategic Intervention Plan (SIP).
	02/06/2026	<p><u>Meeting 10</u></p> <ul style="list-style-type: none"> Orientation and Mobility – Jorge Andrade. 	
	02/06/2026 a 08/06/2026		<ul style="list-style-type: none"> Activity 6 (Group) – Finalization of the Strategic Intervention Plan (SIP), including records and reflections on its implementation.
	09/06/2026	<p><u>Meeting 11</u></p> <ul style="list-style-type: none"> Presentation of the ECOME Platform – Klaus Schlünzen Junior. 	
	09/06/2026 a 15/06/2026		<ul style="list-style-type: none"> Activity 7 (Individual): Forum – Reflection on the implementation of the plan. Submission of the Strategic Intervention Plan (SIP) on the ECOME platform.
	16/06/2026	<p><u>Meeting 11</u></p> <ul style="list-style-type: none"> Future perspectives and monitoring of the use of the LEGO® Braille Bricks resource – Ika Fleury 	
	16/06/2026 a 22/06/2026		<ul style="list-style-type: none"> Activity 8 (Individual): Form – Satisfaction survey and presentation of the monitoring schedule.
Make-up Period	23/06/2026 a 30/06/2026		Make-up Period

*Synchronous sessions from 7:30 pm to 9:00 pm on the scheduled dates.

2. Qualified field monitoring, with concrete evidence of pedagogical application

• Summary of the Monitoring and Evaluation Visit – EMEF Irineu Marinho

The monitoring visit took place on **December 4, 2025**, at **EMEF Irineu Marinho**. We were welcomed by the school principal, **Naira Coelho Jorge**, and by the teachers from the **Specialized Educational Support (AEE)**, **Vanessa Harumi Takizawa**, participant of the pilot edition of the **Training Course for Educators on the Use of LEGO® Braille Bricks**, and **Rosangela Aparecida Ferreira da Silva**.

Since completing the course, **Professor Vanessa Harumi Takizawa** has been developing several activities using **LEGO® Braille Bricks** in her educational context, working directly with **Laura**, a 9-year-old student with low vision, who was the focus of the monitoring visit.

During the visit, a project carried out by the teachers with a **1st grade elementary school class** was presented, aiming to raise students’ awareness about the **Braille system**, promoting inclusion and sensitivity from the early years of schooling.

It is noteworthy that **Professor Vanessa acted as a multiplier of the training course within her school**, sharing the knowledge acquired with other school professionals and expanding the impact of the training.

The visit was extremely positive. The school proved to be **well-equipped, organized, and prepared for specialized educational support**, with committed and qualified professionals. The teachers demonstrated strong mastery of the content, pedagogical sensitivity, and engagement with inclusive practices.

The visit included the participation of:

Fundação Dorina Nowill para Cegos

- Ika Fleury** – General Coordinator of the Braille Bricks Program

- **Paula Barros** – Project Analyst
- **Gabriela Nascimento Ribeiro** – Junior Administrative Analyst
- **Marlon Costa** - Audiovisual Technician

EMEF Irineu Marinho

- **Naira Coelho Jorge** – School Principal
- **Vanessa Harumi Takizawa** - Specialized Educational Support (AEE) Teacher
- **Rosângela Aparecida Ferreira da Silva** – Specialized Educational Support (AEE) Teacher
- **Cristiane Soares Nascimento** - Pedagogical Technical Support – CEFAl/PAAE

Testimonials:

I have been working as a teacher in Specialized Educational Support (AEE) since 2016, developing inclusive pedagogical practices in the Multifunctional Resource Room with students with disabilities. Over the years, I have observed different challenges and progress in the learning process, especially during the post-pandemic period, which brought significant impacts on students' development.

In this context, LEGO® Braille Bricks has become an extremely important pedagogical resource. After the pandemic, an autistic student with support level 3, assisted in the Resource Room, showed significant regressions in previously consolidated skills, particularly those related to fine motor abilities, such as using pencils, brushes, and other graphic activities, in addition to low motivation to participate in pedagogical activities.

LEGO® Braille Bricks stood out as a highly motivating element for this student, even becoming his hyperfocus. Based on his interest in the material, it was possible to reorganize and memorize teaching sequences, stimulate fine motor coordination, manipulation of pieces, spatial organization, and cognitive development, respecting his specific needs and learning pace. Greater engagement, longer participation in activities, and a greater willingness to be stimulated were observed, which had not occurred with other traditional pedagogical materials.

In addition, LEGO® Braille Bricks is widely used with students with visual impairments and low vision, supporting the literacy process, Braille literacy, and the development of autonomy through concrete, accessible, and meaningful activities. The material enables students to explore the Braille system in a playful way, promoting greater understanding and interest.

I would also like to highlight that LEGO® Braille Bricks is occasionally used in the regular classroom, in collaboration with classroom teachers, expanding inclusive practices and encouraging students' participation in collective activities.

I would also like to emphasize that we have already developed educational videos and projects involving the construction of models, in partnership with the regular classroom, using LEGO® Braille Bricks as a resource for accessibility, expression, and learning. These experiences strengthen the collaborative work between AEE and mainstream education, promoting active student participation and valuing different forms of learning.

Finally, I would like to highlight the Braille workshops occasionally held at the school for the school community — families and educators — especially during Inclusive Education Week in September. In these workshops, LEGO® Braille Bricks has been an important resource for awareness, training, and bringing the community closer to inclusive education and the Braille system.

has been a fundamental resource for raising awareness, training, and bringing the community closer to inclusive education and the Braille system, strengthening a culture of accessibility and respect for diversity.

Therefore, I consider LEGO® Braille Bricks an essential resource in Specialized Educational Support, in its interface with the regular classroom, and in training initiatives with the school community, contributing to inclusive and meaningful pedagogical practices aligned with the real needs of students with disabilities. – **Vanessa Harumi Takizawa – Professora do Atendimento Educacional Especializado.**

It was a pleasure to welcome the **LEGO® Braille Bricks** team to our school, **EMEF Irineu Marinho**. The visit from Ms. Ika was very enriching for the 1st grade students and the school staff.

We worked with **LEGO® Braille Bricks** in a very fun way, writing students' names and words using the bricks. We also made sure to work on **audio description** as a way to raise awareness about accessibility.

The children were delighted with the possibility of learning in a playful and inclusive way. We thank you for the initiative and for supporting education! - **Rosangela Aparecida Ferreira da Silva – Professora do Atendimento Educacional Especializado (AEE)**



- **Summary of the Monitoring and Evaluation Visit – Spazio Cresci (Private School)**

A monitoring visit was carried out at the private school Spazio Cresci, located in São José do Rio Preto/SP, where we were welcomed by the unit's director, Ms. Graciela Volpe. The school serves children from 3 to 6 years old, from preschool to the 1st grade of elementary school, in a full-time schedule. In 2026, the institution has only one 3rd grade elementary school class.

The school is characterized by offering an active and participatory pedagogical approach, in which children are protagonists of the learning process. The institution also maintains close communication with families, who actively participate in building strategies for the children's development and monitoring.

In the previous year, the school welcomed for the first time a student with total blindness since birth. Faced with this new experience, the director Graciela Volpe sought support and guidance from the local Institute for the Blind and the Fundação Dorina Nowill for the Blind.

Subsequently, the entire pedagogical team participated in the Training Course for Educators on the Use of LEGO® Braille Bricks, held in the first semester of 2025.

According to the team's report, the course significantly contributed to expanding the educators' pedagogical repertoire. Topics discussed included appropriate ways of approaching the child, how to introduce oneself, how to guide and support respectfully, what is considered appropriate or invasive, and guidance on how to encourage the student's participation in school activities.

Relatório trimestral de atividades realizadas

The team highlighted that the training went beyond pedagogical activities, bringing essential guidance for daily school life and for building a safer and more respectful relationship with the student. Throughout the year, educators were able to recognize the child's abilities and better understand his potential.

Student Profile Monitored

The monitored student has congenital blindness and is enrolled in the 3rd year of Early Childhood Education at the institution.

The child uses a white cane for mobility and demonstrates a clear recognition of the school environment, moving safely and showing autonomy in navigating the school spaces.

According to the pedagogical team, the student presents cognitive development compatible with their age group. Visual impairment is understood as a characteristic of the student, and the necessary adaptations and strategies are considered to ensure their participation in pedagogical activities and interaction with classmates.

The school maintains close communication with the family, who actively participates in the process of monitoring and supporting the student's development.

Use of LEGO® Braille Bricks in the Classroom

During the visit, it was possible to observe that LEGO® Braille Bricks has been incorporated into the school's pedagogical practices. The resource is initially used in the class of the student with visual impairment, but it has also begun to be used in other classes and in different pedagogical activities.

According to the team's report, throughout the training process and the use of the material, educators began to understand LEGO® Braille Bricks as a pedagogical tool that contributes to the learning of all children, regardless of whether they have a visual impairment or not.

The resource has been used in different pedagogical contexts and subjects, contributing to the development of language, tactile exploration, concept building, and the organization of thinking in a concrete way.

It was also highlighted that the course promoted by the Fundação Dorina Nowill contributed to enriching the school's pedagogical practice not only in relation to blindness or low vision, but also in several aspects of teaching strategies and inclusive practices within the school environment.

Development of the Monitored Student

During the visit, it was possible to observe the participation of the student with total blindness in school activities. The teacher reported that the child follows the pedagogical proposals together with the other classmates and participates in the collective activities developed in the classroom.

With the support of the strategies learned throughout the training and the use of pedagogical resources, it has been possible to expand the student's participation in activities, strengthening their autonomy, social interaction, and confidence within the school environment.

The use of LEGO® Braille Bricks has supported the concrete exploration of concepts before their systematization in Braille, contributing to broaden the student's understanding and participation in activities.

Relatório trimestral de atividades realizadas

The teacher also highlighted that providing advance communication about activities involving new textures or sensory stimuli helps facilitate the student's adaptation and comfort during the proposed experiences.

During the activities with the kit, natural interaction among classmates was observed. As reported by the teacher, "children do not see differences, they see possibilities," participating in collective constructions in a spontaneous and collaborative way.

Conclusion

The visit highlighted the consolidation of inclusive practices within the institution, with the consistent application of LEGO® Braille Bricks as a cross-cutting pedagogical tool.

The resource has contributed to promoting shared learning, strengthening autonomy, and reducing attitudinal barriers in the school environment.

It is also important to highlight the positive impact on the development of the monitored student and on the school's institutional culture, which demonstrates progress in building an inclusive educational environment in which all children participate in the proposed activities and experiences.

Participants of the Visit:

- **Ika Fleury** – General Coordinator of the Program
- **Graciela Volpe** – School Director



- **Monitoring and Evaluation Questionnaire**

Throughout the partnership, monitoring questionnaires are sent to the educators participating in the course, to school management teams, and to the representatives appointed by the Municipal Departments of Education. These instruments aim to support the systematic follow-up, monitoring, and evaluation of the Program's implementation, as well as the impacts of the use of LEGO® Braille Bricks in the educational context.

The monitoring process takes place in three distinct periods: the first after six (6) months of implementation; the second after one (1) year; and the third after two (2) years. This methodology allows for the continuous analysis of the use of the material, the

identification of progress, challenges, and improvement needs, as well as the evaluation of results over time, contributing to the strengthening and sustainability of the actions developed.

We highlight that, in December, the monitoring questionnaires were sent to the participants from the first semester of 2025, with the objective of initiating the follow-up process established in the Work Plan.

3. Institutional Alignment Meetings (platform, 4th Award, and workshop)

During the month of January, an alignment and strategic planning meeting was held for the year 2026, in which the organization of the academic activities and the schedule of the web conferences for the 14th edition of the Training Course for Educators, referring to the first semester of 2026, were defined.

In February, additional alignment meetings were conducted focusing on the consolidation of the 14th edition of the course, the organization of the 4th Braille Bricks Award, and the planning of the workshop that will take place at the National and International Congress in Presidente Prudente, strengthening the Program's institutional articulation and academic visibility.



4. Activities Carried Out

- **Braille Workshop for families of individuals served by the Foundation**

On December 18, 2025, the Pedagogical Support Department of the Foundation held a Braille workshop for the families of the individuals served, with the aim of promoting knowledge about the Braille system and strengthening family involvement in the process of inclusion and development of people with visual impairments.

The activity was conducted by pedagogue Bianca Chaló, a professional from the department, and provided participants with a practical experience of the basic concepts of the Braille system, contributing to a broader understanding of the importance of accessible communication in everyday life. The workshop also encouraged the exchange of experiences, clarification of questions, and the strengthening of the relationship between the Foundation, the individuals served, and their families.



5. Institutional Visits to the Memory Center and the Braille Bricks Program

Throughout the quarter, the Memory Center of the Fundação Dorina Nowill for the Blind, in partnership with the Braille Bricks Program, welcomed several institutional visits from professionals, educators, researchers, and representatives of different organizations. These visits reinforce the Foundation's commitment to the dissemination of knowledge, the promotion of accessibility, and the strengthening of inclusive educational practices.



08/12 –Federal University of Recôncavo da Bahia

Five university professors visited the Foundation to learn more about its work and about LEGO® Braille Bricks.



11/12 – Occupational Therapy students from the University of São Paulo

We welcomed a group of Occupational Therapy students from the University of São Paulo (USP), who visited the Foundation to learn about the services offered. Activities using LEGO® Braille Bricks were carried out to introduce the resource and demonstrate its pedagogical possibilities.



12/16 – Training of New Employees of the Fundação Dorina Nowill for the Blind

We welcomed four new employees of the Foundation, who participated in the institutional training. Activities using LEGO® Braille Bricks were conducted to introduce the resource and demonstrate its pedagogical possibilities.



Visit held on 01/19 – Katia Vignon Contarato Bezerra and Victoria do Valle Ramos. One works as an educator and the other as a designer, both with experience in accessibility.



Visit held on 01/20 – Carlos Augusto Fernandes de Medeiros, professor and a person with low vision, with professional work and research in the field of architectural and educational accessibility.



During January 28, 29, and 30, the Education and Culture Service team, composed of collaborators from the Fundação Dorina Nowill for the Blind, participated in a training session with the curators of the long-term exhibition “8 or 80?”, from the Dorina Nowill Memory Center, curated by Viviane Sarraf.



The activity aimed to prepare the team for the mediation of the exhibition and for understanding the educational resources integrated into the curatorial project. The proposal highlighted the incorporation of LEGO® Braille Bricks in the “Braille” section, as an exhibition and educational resource, emphasizing the history and relevance of the Braille system.

The training also included the presentation of educational games, with emphasis on the workshop conducted by Luciane Molina, accessibility consultant for the Braille Bricks Program, who proposed the creation of a Braille bingo game, providing a playful experience of the Braille learning process.



13/02 - Matheus Oliveira de Sousa – Federal University of Northern Tocantins

Matheus Oliveira de Sousa, a Geography student at the Federal University of Northern Tocantins (UFNT), where he works as an accessibility monitor at the Directorate of Accessibility, Equity and Affirmative Policies (DAEP), visited the Fundação Dorina Nowill for the Blind to learn in person about the work carried out by the institution, which he had previously followed remotely.



02/19 – Daniel Dias, Vocational Education Instructor – ESPRO, São Bernardo do Campo Unit – 30 participants

Through the Apprenticeship Law, young apprentices develop project-based activities, including the creation of fictional junior companies. The visiting group structured a publishing initiative focused on promoting accessible reading for people with visual impairments, producing an original story in audiobook format.

Relatório trimestral de atividades realizadas



In view of this, the vocational education instructor proposed the visit as an opportunity for a practical approach to the initiatives developed by the Fundação Dorina Nowill for the Blind in the field of accessibility and inclusion. In addition to learning about the history of the Foundation and receiving an institutional presentation of its areas of activity, the group participated in an activity with LEGO® Braille Bricks, providing direct contact with the Braille system in a pedagogical and playful way, expanding their understanding of its importance in literacy processes and access to information for people with visual impairments.

6. Achievements in 2025

In 2025, we achieved the following objectives planned for the year:

- ✓ **Expansion of the number of places in the Training Course.** Since the beginning of the program in 2019 until 2025, we have reached a total of **13,747 participants**, with **5,149 educators enrolled in 2025 alone**, the highest annual number since 2020. This expansion was made possible by the confirmation of a new batch of **10,008 LEGO® Braille Bricks kits**, donated by the **LEGO Foundation** for 2025 and 2026.
- ✓ **Expansion of monitoring visits** carried out by the Monitoring and Evaluation management group in schools, focusing on analyzing the results achieved in the classroom through the use of Braille Bricks.
- ✓ **Expansion of the visibility of the Braille Bricks Program**, and consequently of the Fundação Dorina. In 2025, the **YouTube channel reached 69,918 views**, in addition to interviews conducted on social media, radio, and television.
- ✓ **Implementation of the 1st Regional Braille Bricks Workshop**, held in **Itu/SP**, with the participation of the municipalities of **Salto, Sorocaba, Campinas, Tatuí, Capivari**, and the institutions **ADEVISA** and **Instituto Santa Luzia de Itu**.
- ✓ **Increase in the number of registrations for the Braille Bricks Award**, reaching **35 registrations in 2025**.
- ✓ **Holding of the 3rd Braille Bricks Award**, in October.
- ✓ **Inauguration of the Braille Bricks Interactive Room** at the headquarters of the **Fundação Dorina**.
- ✓ **Implementation of the 12th and 13th editions of the Training Course for Educators**, both with a workload of **100 hours**, including the delivery of **LEGO® Braille Bricks kits** in each edition.
- ✓ **Participation in the 11th World Congress on Visual Impairment**, held in São Paulo, with presence at the **Fundação Dorina booth** and the delivery of a workshop for event participants.

7. Objectives of the Braille Bricks Program for 2026

- **Reach all 27 states of Brazil**, expanding the Program's national scope;
- **Promote the expansion of partnerships with universities** for the Braille Bricks Program, strengthening institutional collaboration, knowledge production, and educator training;
- **Carry out 12 monitoring and evaluation visits per year**, ensuring systematic follow-up of the Program's implementation;
- **Expand to 60 visits per year in the Braille Bricks Interactive Room**, strengthening in-person and demonstrative activities;
- **Redesign the Braille Bricks website**, making it more attractive, intuitive, and aligned with the Program's identity;
- **Increase visits to the Program's website**, expanding visibility and access to information;
- **Create a Virtual Library within the website**, bringing together pedagogical materials, intervention plans, and support content;
- **Conduct 3 regional workshops**, promoting continuing education and the exchange of experiences among educators;
- **Hold 1 workshop for collaborators of the Fundação Dorina Nowill for the Blind**, focusing on awareness, institutional alignment, and strengthening the Program's actions;
- **Increase the number of social media posts related to the LEGO® Braille Bricks Program**, strengthening outreach, reach, and engagement;
- **Organize the 2nd Meeting of Tutors of the LEGO® Braille Bricks Program**, strengthening training, alignment, and the exchange of experiences;
- **Encourage the production of academic studies about the LEGO® Braille Bricks Program**, resulting in the development of **7 academic papers**, approved by technical-scientific committees of national and international conferences;
- **Hold the 4th Braille Bricks Award**, recognizing and valuing inclusive pedagogical practices;
- **Participate in the UNESP Symposium – Presidente Prudente**, promoting the dissemination of the Braille Bricks Program and strengthening dialogue with the national and international academic community.

- **Results achieved**

In the **first semester of 2026**, we successfully reached all **27 Brazilian states**, significantly expanding the territorial scope of the initiative and consolidating its national dimension.

At this stage, we are finalizing the **closing of groups** to consolidate the exact number of participants and the number of kits to be distributed—an essential step for logistical planning and accurate measurement of reach indicators.

Distribution by Municipality Size

The classification of participating municipalities, based on **population estimates (IBGE)**, demonstrates territorial diversity and the methodology's adaptability to different contexts:

- **Small-sized municipalities (up to 100,000 inhabitants): 19**
- **Medium-sized municipalities (100,000 to 500,000 inhabitants): 7**
- **Large-sized municipalities (over 500,000 inhabitants): 3**

With a total of **29 participating municipalities**, there is a predominance of small-sized municipalities, highlighting the initiative's potential to support territories with more limited access to specialized resources.