

Implementing Organization	Dorina Nowill Foundation for the Blind
Activities Carried Out	

The quarter was marked by seven strategic initiatives of the Braille Bricks Program:

- Updates on the 14th Educator Training Course – 1st Semester 2026;
- Preparations for the 15th Educator Training Course – 2nd Semester 2026;
- Institutional Events;
- LEGO® Braille Bricks Activities;
- Workshops;
- Monitoring and Evaluation Visits;
- Institutional Visits to the Memory Center and the Braille Bricks Interactive Room

Implementation of Activities

- **Updates on the 14th Educator Training Course – 1st Semester 2026**

During the month of March, registration for the 14th Educator Training Course on the Use of LEGO® Braille Bricks was completed.

Partnerships were established through Cooperation Agreements signed with the respective legal representatives. As part of these agreements, the enrolled educators began the training course on March 17. In addition, the donation of 1,363 LEGO® Braille Bricks kits is currently underway to 24 Municipal Departments of Education, which will distribute the kits to schools serving students with visual impairments and to multifunctional resource rooms, as well as to 12 specialized institutions for people with visual impairments and 2 private schools.

The 14th edition enrolled 2,268 education professionals. Among the participants, 82 reported having a disability.



The distribution of the kits was carried out through **Cooperation Agreements** established with Municipal Departments of Education, specialized institutions, and other partner organizations, ensuring that the resources reached schools, multifunctional resource rooms, and specialized educational support settings.

The table below presents the municipalities, Municipal Departments of Education, and institutions supported during the reporting period, as well as the number of LEGO® Braille Bricks kits distributed through each partnership.

Municipal Departments of Education

Region	State	Municipality	Number of kits Delivered
Sul	Paraná (PR)	Guaratuba	22
		Paranaguá	25
	Rio Grande do Sul (RS)	Bento Gonçalves	14
		Vera Cruz	20
Sudeste	São Paulo	Araçoiaba da Serra	27
		Pirassununga	32
		Mogi das Cruzes	114
		Sete Barras	07
		Cotia	87
		Serrana	20
	Minas Gerais (MG)	Sete Lagoas	08
		Pocrane	36
	Rio de Janeiro (RJ)	Queimados	27

Centro Oeste	Goiás (GO)	Goiânia	284
	Mato Grosso (MT)	Sinop	98
		Lucas do Rio Verde	40
Nordeste	Pernambuco (PE)	Garanhuns	64
		Ipojuca	73
		Jaboatão dos Guararapes	79
		Pombos	15
		Vitória de Santo Antão	35
		Caruaru	127
		Barra dos Coqueiros	18
	Sergipe (SE)	Apodi	23
	Rio Grande do Norte (RN)	Patos	23
	Paraíba (PB)		
Number of Kits			1.318

Specialized Institutions

Region	State	Municipality	Institutions	Number of kits Delivered
Sudeste		Rio de Janeiro	ReVeR Reabilitação Visual	04
		Rio das Ostras	Associação Pestalozzi de Rio das Ostras	04
	Rio de Janeiro (RJ)			
	Minas Gerais (MG)	Uberaba	Centro de Apoio Pedagógico à Pessoas com Deficiência Visual CAP/Uberaba	01
	São Paulo (SP)	Espírito Santo do Pinhal	Oficina de Braille – Leticia Barboza	01
			Colégio Champagnat Pinhal	04
		São Paulo	Escola da Inclusão	01

Centro - Oeste	Goiás (GO)	Goiânia	Centro de Atendimento Educacional Florescer / Núcleo de Apoio Pedagógico às Pessoas com Deficiência Visual	04
	Mato Grosso do Sul (MS)	Campo Grande	Centro de Apoio Pedagógico ao Deficiente Visual do Estado de Mato Grosso do Sul	04
Norte	Rondônia (RO)	Porto Velho	ASDEVRON – Associação dos Deficientes Visuais do Estado de Rondônia	04
	Tocantins (TO)	Palmas	Associação de Pais e Amigos dos Excepcionais – APAE Palmas	04
Nordeste	Piauí (PI)	Campo Maior	Associação dos Deficientes Visuais Campo-maiorenses – ADVIC	02
	Pernambuco (PE)	Caruaru	Associação Caruaruense de Cegos	04
	Alagoas (AL)	Maceió	Escola Estadual de Cegos Cyro Accioly	04
	Ceará (CE)	Fortaleza	Escola Creche Casa da Tia Léa	04
Number of kits				45

- Views

Views – Educator Training Course on the Use of LEGO® Braille Bricks – 1st Semester 2026	Date	Views
Session 1 – Opening Session History and Perspectives of the Braille Bricks Brazil Program – Ika Fleury Understanding Visual Impairment – Maria Regina Lopes Silva	March, 24, 2026	5.070
Session 2 – Meeting with the Tutor: Getting to Know the Tutor and Fellow Participants	March 31, 2026	Not broadcast on YouTube
Session 3 – Reflecting on the Educator’s Role in Inclusion – Prof. Danielle Aparecida do Nascimento dos Santos Constructionist, Contextualized and Meaningful (CCS) Approach and Guidance on the intervention Plan – Prof. Dr. Elisa Tomoe Moriya Schlünzen	April 7, 2026	4.181
Session 4 – History and Importance of the Braille System – Regina Fátima Introduction to the Braille System and Examples of LEGO® Braille Bricks Applications – Luciane Maria Molina Barbosa	April 14, 2026	3.339
Session 5 – Fundamentals of Audio Description and Guidelines for the Use of Images and Audio-Described Videos in the Strategic Intervention Plan – Luciane Maria Molina Barbosa and Mariana Tavares	April 28, 2026	3.003
Session 6 – Meeting with the Tutor: Guidance on the Strategic Intervention Plan	May 5, 2026	Not broadcast on YouTube
Session 7 – The Importance of Play in Education and Teaching Practices Using LEGO® Braille Bricks; Developing Educational Materials for Children with Visual Impairments – Bianca Chaló	May 12, 2026	2.673
Session 8 – Early Intervention – Daniele Sales Ramos Lopes Literacy Development for Children with Visual Impairments – Maria Cristina Godoy Cruz Felipe and Luciane Maria Molina Barbosa	May 19, 2026	2.014

Session 9 – Orientation and Mobility – Cleide Pereira and Raquel Ramos	May 26, 2026	2.049
Session 10 – Meeting with the Tutor: Practical Activities Using LEGO® Braille Bricks	June 2, 2026	Not broadcast on YouTube
Session 11 – Presentation of the ECOME Platform – Klaus Schlünzen Junior	June 9, 2026	1.752
Session 12 – Future Perspectives and Follow-up on the Use of LEGO® Braille Bricks – Ika Fleury	June 16, 2026	1.664
Total as of June 30, 2026		25.745

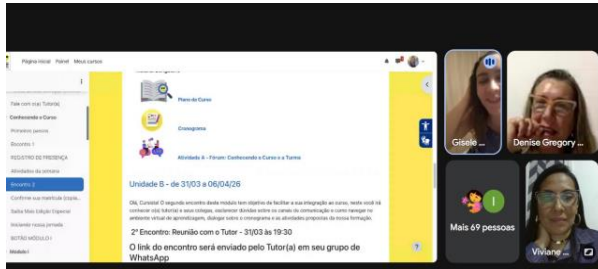
- **Records of Activities Conducted**

To document and provide evidence of the activities carried out under the project, below are records of the webinars and training sessions conducted with the tutors and educators participating in the program.

- **Session 1 – History and Perspectives of the Braille Bricks Brazil Programa and Understanding Visual Impairment – Ika Fleury and Maria Regina Marques Lopes Silva**



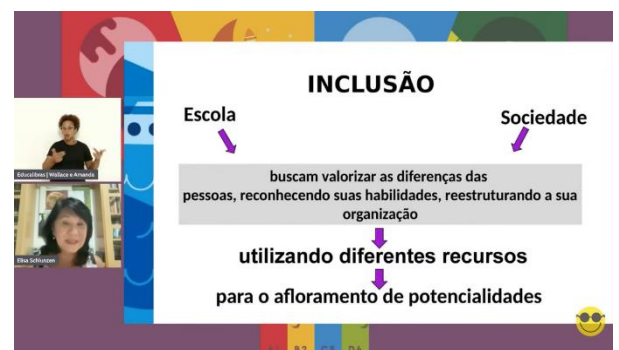
- **Session 2 – Meeting with the Tutor – Getting to Know the Tutor and Fellow**



Participants



- **Session 3 – Reflecting on the Educator’s Role in Inclusion; the Constructionist, Contextualized, and Meaningful (CCS) Approach; and Guidance on the Intervention Plan- Prof.ª Danielle Aparecida do Nascimento dos Santos e Prof.ª Drª Elisa Tomoe Moriya Schlünzen**



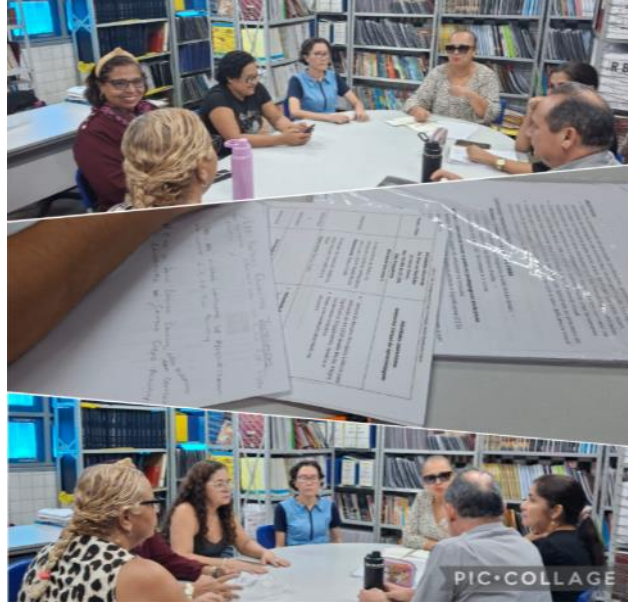
- **Session 4 – History and Importance of the Braille System; Introduction to the Braille System and Examples of LEGO® Braille Bricks Applications** – Regina Fátima and Luciane Maria Molina Barbosa



- **Session 5 – Fundamentals of Audio Description and Guidelines for the Use of Images and Audio-Described Videos in the Strategic Intervention Plan** – Luciane Maria Molina Barbosa and Mariana Tavares



- **Session 6 – Meeting with the Tutor: Guidance on the Strategic Intervention Plan**



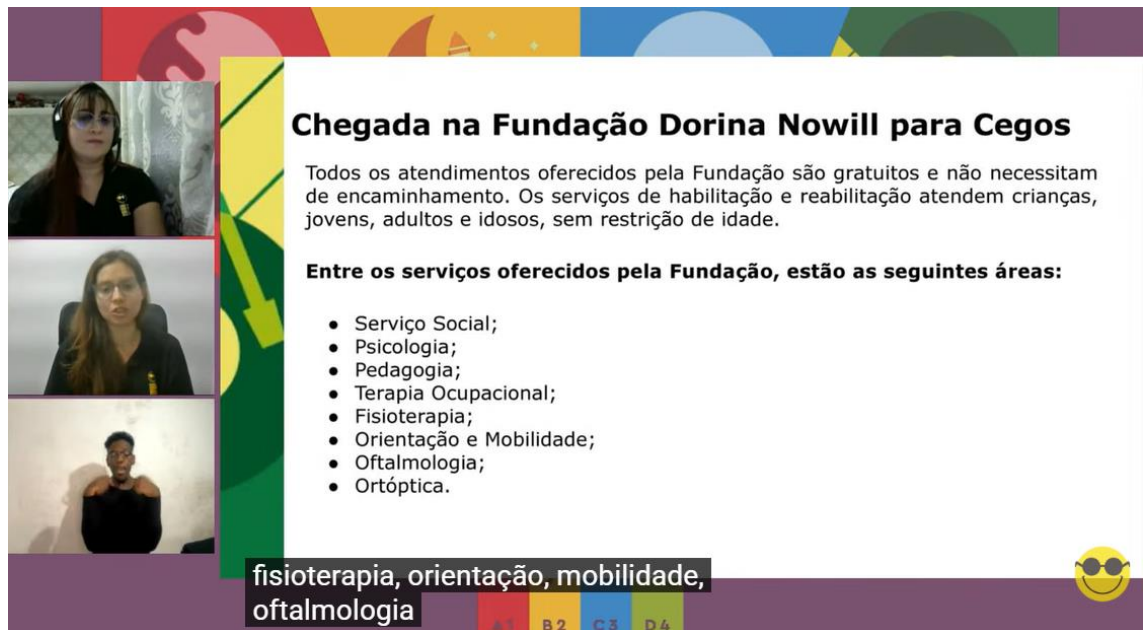
- **Session 7 – The Importance of Play in Education and Teaching Practices Using LEGO® Braille Bricks, and the Development of Educational Materials for Children with Visual Impairments – Bianca Chaló**



- **Session 8 – Early Intervention, and Literacy Development for Children with Visual Impairments –**
Daniele Sales Ramos Lopes, Maria Cristina Godoy Cruz Felipe, and Luciane Maria Molina
Barbosa



- **Session 9 – Orientation and Mobility –** Cleide Pereira Cirilo and Raquel Delgado Ramos



Chegada na Fundação Dorina Nowill para Cegos

Todos os atendimentos oferecidos pela Fundação são gratuitos e não necessitam de encaminhamento. Os serviços de habilitação e reabilitação atendem crianças, jovens, adultos e idosos, sem restrição de idade.

Entre os serviços oferecidos pela Fundação, estão as seguintes áreas:

- Serviço Social;
- Psicologia;
- Pedagogia;
- Terapia Ocupacional;
- Fisioterapia;
- Orientação e Mobilidade;
- Oftalmologia;
- Ortopedia.

fisioterapia, orientação, mobilidade, oftalmologia

- **Session 10 - Meeting with the Tutor: Practical Activities Using LEGO® Braille Bricks**



- **Session 11 – Presentation of the ECOME Platform – Klaus Schlünzen Junior**



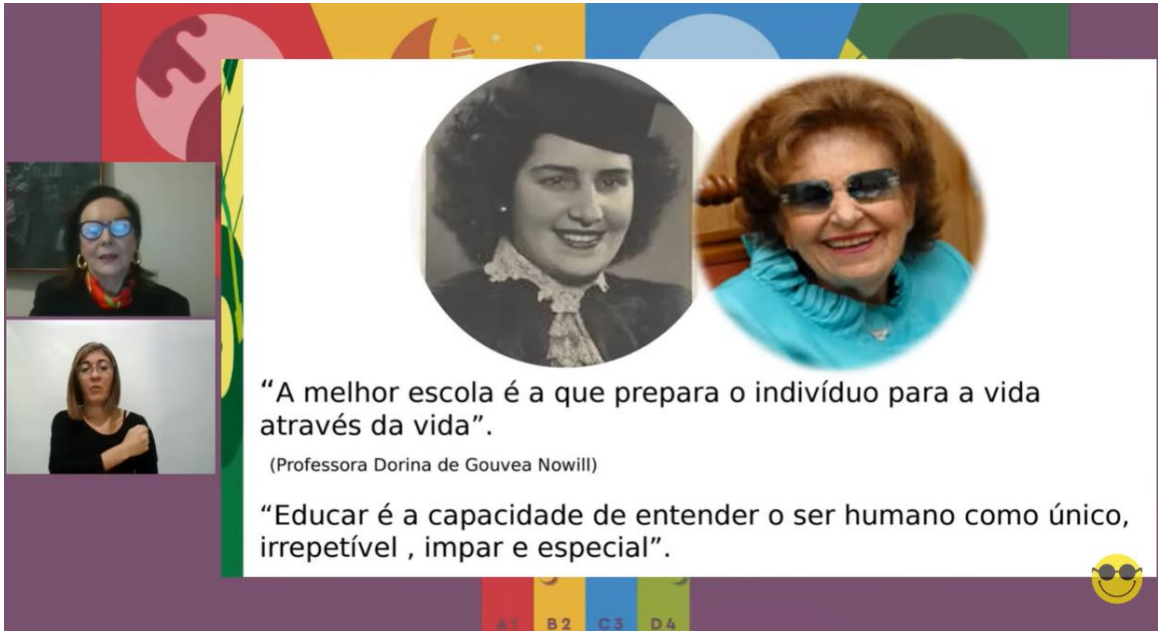
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- **Session 12 – Future Perspectives and Follow-up on the Use of LEGO® Braille Bricks –**

Ika Fleury



“A melhor escola é a que prepara o indivíduo para a vida através da vida”.
(Professora Dorina de Gouvea Nowill)

“Educar é a capacidade de entender o ser humano como único, irrepetível, impar e especial”.

- **Preparations for the 15th Educator Training Course – 2nd Semester 2026**

Signed:

Municipal Department of Education

1. Alumínio/SP
2. Angatuba/SP
3. Foz do Iguaçu/PR
4. Getulina/SP
5. Itajaí/SC
6. Itanhaém/SP
7. Ourorândia/BA
8. Palmas/TO
9. Santa Barbara/MG
10. São Gonçalo do Pará/MG
11. São Mateus do Sul/PR



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Specialized Institutions

1. APAE de Iguatu/CE
2. APAE Itaúna/MG
3. Centro de Apoio ao Deficiente Visual – CADEVI/SP
4. Universidade de São Paulo –USP

Under Negotiation

Municipal Departments of Education

1. Abreu e Lima/PE
2. Araguaína/TO
3. Betim/MG
4. Búzios/RJ
5. Curitiba/PR
6. Guaraqueçaba/PR
7. Guarujá/SP
8. Iguatu/CE
9. Ipanema/MG
10. Lajeado/RS
11. Macaé/RJ
12. Mairinque/SP
13. Manacapuru/AM
14. Mauá/SP
15. Montenegro/RS
16. Ouro Fino/MG
17. Paço de Lumiar/MA
18. Palmares/PE
19. Peruíbe/SP
20. Ribeirão Preto/SP
21. São Leopoldo/RS
22. São Vicente/SP
23. Volta Redonda/RJ



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Institutional Events

80th Anniversary Celebration of the Dorina Nowill Foundation

From March 10 to 12, the Dorina Nowill Foundation for the Blind celebrated its 80th anniversary, bringing together employees, institutional partners, public sector representatives, civil society organizations, and members of the Inclusive Reading Network.

The program was designed to celebrate the Foundation's legacy, recognize its history, and strengthen initiatives aimed at promoting accessibility, inclusive reading, and education for people with visual impairments.

On March 10, the Foundation inaugurated the new exhibition at its Memory Center, entitled "8 or 80". The exhibition space is dedicated to preserving and celebrating the history of the Dorina Nowill Foundation for the Blind and the life and legacy of Dorina Nowill.

The exhibition highlights key milestones in the Foundation's history while presenting Dorina Nowill's remarkable journey and her lasting contributions to advancing inclusion and expanding access to education and reading for people with visual impairments.

Throughout the exhibition, visitors explore significant moments from the Foundation's eight decades of impact, including initiatives focused on the production of accessible books, the promotion of inclusive reading, and the development of educational and cultural programs for people with visual impairments.

The LEGO® Braille Bricks Room is part of the Memory Center visitor experience, where interactive activities are offered to engage visitors and showcase the educational potential of the LEGO® Braille Bricks methodology.

On the morning of March 11, an ecumenical service was held for current and former employees of the Foundation, providing a meaningful opportunity for celebration, reflection, and recognition of the individuals whose dedication has contributed to the Foundation's history and impact over the past 80 years.

Also on March 11, in the afternoon, the Foundation welcomed 67 representatives from different Brazilian states who are members of the Inclusive Reading Network to participate in the 3rd National Meeting of the Inclusive Reading Network. The event aimed to foster collaboration among participating organizations, encourage the exchange of experiences, and discuss strategies to expand access to reading for people with visual impairments across different regions of Brazil.

As part of the program, participants were introduced to the LEGO® Braille Bricks educational resource, which supports the literacy development of children with visual impairments. Four hands-on sessions were conducted, each involving approximately 20 participants, providing attendees with the opportunity



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to experience the resource firsthand and learn about its pedagogical potential for developing Braille reading and writing skills.

On March 12, a commemorative reception was held, bringing together 410 guests, institutional partners, and Foundation staff. During the event, the Foundation also officially launched its 80th Anniversary Commemorative Book, a publication that documents the institution's history, highlights its major achievements, and showcases the impact of its work over the past eight decades in promoting inclusion, accessibility, and the right to education and reading for people with visual impairments.

Throughout the event, the Braille Bricks Interactive Room remained open to visitors, offering guests a hands-on and engaging experience with the inclusive educational resource. The space attracted considerable interest, particularly from Dorina Nowill's great-grandchildren, the children of Martha Nowill, who actively participated in the activities and showed great enthusiasm for the initiative.

As a result of this experience, the Foundation began coordinating with the school they attend to organize an institutional visit involving the entire school community, further promoting the dissemination of the inclusive educational practices developed by the Foundation.

The activities carried out over the three-day celebration reinforced the **Dorina Nowill Foundation for the Blind's** commitment to promoting inclusion, accessibility, and expanded access to education and culture. They also strengthened relationships with partners and organizations working across different regions of Brazil to advance the rights of people with visual impairments.



- **Brown April Event – Blindness Prevention and Awareness Month**

On April 8, the Dorina Nowill Foundation for the Blind held a special event at the Federation of Industries of the State of São Paulo (FIESP), located on Paulista Avenue, as part of Brown April – Blindness Prevention and Awareness Month.

The event focused on raising awareness about eye health and the inclusion of people with visual impairments, bringing together approximately 400 participants, including employees, institutional partners, and members of the general public.

During the event, LEGO® Braille Bricks was showcased, providing visitors with the opportunity to learn about this engaging educational resource designed to support Braille literacy.



- **LEGO® Braille Bricks Activities**



During the São Paulo State Elementary Mathematics Olympiad, the team at EMEF Valdomiro Casagrande requested an enlarged and accessible version of the exam for a student with a visual impairment. However, the State informed the school that no accessibility resources would be available for this year's edition of the competition.

To enable the student's participation, since she was unable to read the exam questions visually, an alternative solution was developed. The entire exam was reproduced by the Program's Tutor Coordinator using the boards and bricks from the LEGO® Braille Bricks kit, ensuring that the student could access the content in an accessible format.

The initiative was highly successful. The student responded very positively and was able to

complete more than half of the exam independently, demonstrating the remarkable potential of this educational resource. The case was documented, and the information has been submitted for inclusion in the official report.

Workshops

Workshop Title:

Inclusive Games: STOP and Logic-Based Educational Challenges with LEGO® Braille Bricks

Facilitators:

Jéssica Alegria Arca, Kátia de Abreu Fonseca, Vinícius Santana dos Santos e Janiele Santos Uchelli, tutors of the Educator Training Course

On **May 8, 2026**, the workshop "**Inclusive Games: STOP and Logic-Based Educational Challenges with LEGO® Braille Bricks**" was held virtually as part of the joint program of the **8th SEIA, 6th SIEaD, 3rd SIPROFEI, and the 1st PROFEI Alumni Meeting**.

The two-hour workshop promoted practical discussions on inclusion and accessible educational resources, attracting **124 participants** from different regions of Brazil.



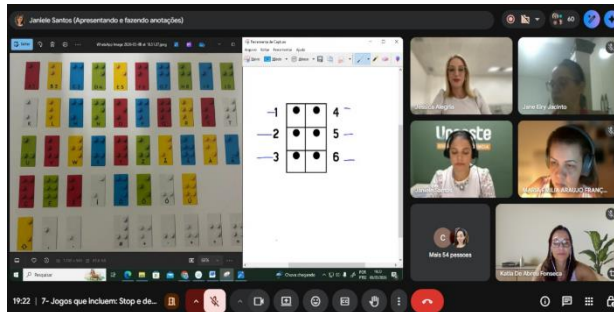
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- **Workshop in Presidente Prudente – 8th SEIA, 6th SIEaD, 3rd SIPROFEI, and the 1st PROFEI Alumni Meeting**

On **May 12, 2026**, the **Dorina Nowill Foundation for the Blind** conducted a hands-on **LEGO® Braille Bricks** workshop during the **Congress on Inclusive Practices in Higher Education and Basic Education (CPIDES 2026)**, held at **Campo Belo Resort** in partnership with **Unoeste** and **São Paulo State University (UNESP)**.

The workshop trained **18 educators and PROFEI alumni** in the use of the **LEGO® Braille Bricks** methodology, which employs specially adapted **LEGO®** bricks to support the literacy development of children who are blind or have low vision

The workshop was led by **Regina Caldeira**, Institutional Braille Advisor at the **Dorina Nowill Foundation for the Blind**, and **Gabriela Nascimento Ribeiro**, Junior Administrative Analyst.

During the workshop, one of the groups developed a mathematics teaching activity in which the teacher used a **Pop It** sensory toy to support addition and multiplication exercises, while the student represented the calculations using **LEGO® Braille Bricks**. This activity demonstrated how accessible and engaging educational resources can enhance learning, foster logical reasoning, and promote inclusion in the classroom.

Participant Testimonials

Janaína Oppermann: *"I am very grateful for this wonderful afternoon filled with meaningful exchanges and learning!"*

Nelma Cristiane Beitem Gouveia: *"I am very happy to have had the opportunity to take part in such a rich exchange of knowledge."*

Terezinha Lurdes Mazzuco: *"A wonderful opportunity to share knowledge. Congratulations to the entire team."*



- **Workshop Paranaguá/PR**

On May 19, 2026, the Braille Bricks Workshop was held in the municipality of Paranaguá, Paraná, with the aim of revisiting the experiences of educators—many of whom had participated in previous editions of the Educator Training Course on the Use of LEGO® Braille Bricks—while reinforcing the concepts covered during the training and encouraging the practical application of the methodology in educational settings.

The workshop was facilitated by Ika Fleury, General Coordinator of the Braille Bricks Program, and Gabriela Nascimento Ribeiro, Junior Administrative Analyst of the Program.

The workshop brought together 81 educators from the municipalities of Antonina, Curitiba, Guaratuba, Matinhos, Morretes, Paranaguá, and Pontal do Paraná. Representatives from the Women's Association for the Support of People with Disabilities and Newborns and ADEVIPAR (Association of People with Visual Impairments of Paraná) also participated.

The program was designed to be interactive and collaborative, combining theoretical discussions about the Braille Bricks Program with hands-on activities using LEGO® Braille Bricks kits. Throughout the workshop, participants had access to a range of accessible educational resources, including Braille materials, accessible books in large print, Braille, and audio-described formats, as well as visual resources, educational toys, and LEGO® Braille Bricks kits.

These resources were used in a collaborative lesson-planning activity, during which participants worked in groups to design inclusive classroom lessons. Each group was free to choose the lesson topic, subject area, and grade level. As part of the exercise, facilitators asked participants to plan their lessons for a classroom that included both sighted students and two students with visual impairments (either blind or with low vision).

Throughout the workshop, participants exchanged experiences, explored inclusive teaching practices, stimulated creativity, and strengthened collaborative learning while becoming more familiar with Braille reading and writing in an engaging and meaningful way. The workshop also served as an important opportunity for continuing professional development and pedagogical experimentation, reinforcing the value of play as a key tool for learning and the inclusion of children with visual impairments.

Participant Testimonials

Marilda Veiga Simoni da Silva: *"A valuable opportunity to reflect on educational practices with the goal of transforming lives through respect and empathy."*

Sonia Mara dos Santos: *"Excellent. We hope this experience can be extended to other therapeutic areas that support inclusive practices. Congratulations to the entire team! I certainly intend to visit the Foundation's headquarters in São Paulo. Thank you for the invitation!"*





Workshop – Inclusion in Action: Teaching Practices with LEGO® Braille Bricks – 27th Education Conference and 27th FACLEPP Scientific Initiation Symposium

The workshop "Inclusion in Action: Teaching Practices with LEGO® Braille Bricks" was held on May 21, 2026, and facilitated by tutors Ana Paula Donaton Ribeiro, Janiele de Souza Santos Uchelli, and Vinícius Santana dos Santos during the 27th Education Conference and 27th FACLEPP Scientific Initiation Symposium – Knowledge that Sustains: Education and the Environment.

The workshop served as a professional development opportunity focused on the discussion and practical application of inclusive teaching practices supported by the **LEGO® Braille Bricks** methodology.

The workshop aimed to provide participants with hands-on experiences related to inclusive education, highlighting teaching strategies that promote the meaningful participation of students with visual impairments in inclusive school settings while increasing awareness and knowledge of the **LEGO® Braille Bricks** methodology.

The workshop demonstrated how this accessible educational resource can enhance teaching and learning through meaningful, collaborative, and engaging experiences.

A total of **12 participants** attended the in-person workshop. The audience included university students, educators, and individuals interested in inclusive education and active learning methodologies, creating an environment that encouraged the exchange of experiences, critical reflection, and collaborative knowledge building.



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Workshop – The Braille System and the Use of LEGO® Braille Bricks as an Inclusive Resource for Literacy for All

On **May 22, 2026**, the workshop "**The Braille System and the Use of LEGO® Braille Bricks as an Inclusive Resource for Literacy for All**" was held at the **UNIFADRA** campus in **Dracena, São Paulo**, as part of the closing activities of the **11th Inclusion Week for People with Disabilities**.

The workshop brought together **80 participants**, including students and faculty members from the **Psychology** and **Pedagogy** programs. During the session, participants were introduced to **LEGO® Braille Bricks (LBB)** and took part in interactive activities using the resource, encouraging reflection on inclusion, accessibility, and inclusive teaching practices in the literacy process.



- Workshop – Braille Bricks Program in Cultural Spaces – Moreira Salles Institute (IMS)

Workshop Participants

- **Ika Fleury** – Member of the Board of Trustees of the Dorina Nowill Foundation for the Blind and General Coordinator of the Braille Bricks Program
- **Paula Barros** – Senior Project Analyst
- **Gabriela Ribeiro** – Junior Administrative Analyst
- **Maria Regina Marques Lopes Silva** – Member of the Strategic Team of the Braille Bricks Program
- **João Maia** – Member of the Board of Trustees of the Dorina Nowill Foundation for the Blind

On June 3, two Braille Bricks Program workshops, each lasting two hours, were held at the Moreira Salles Institute (IMS). The workshops brought together 28 staff members from different departments of the institution, all participating on a voluntary basis.

The program began with participant introductions, followed by an overview of the LEGO® Braille Bricks resource, highlighting its educational approach and its potential to promote inclusion and accessibility. Participants were then introduced to the instructions for the interactive activities.

As the main hands-on activity, participants were divided into groups and invited to select one floor of the Institute's building to recreate using LEGO® Braille Bricks and complementary materials. After completing their models, each group reflected on the spaces they had represented and identified areas where tactile paving would be beneficial, fostering discussions on accessibility, mobility, and universal design.

Following the activity, the groups presented their work and shared their observations and recommendations, broadening the discussion on inclusion within cultural spaces.

The workshop also featured a discussion session led by Maria Regina Marques Lopes Silva, entitled "Cultural Spaces for Everyone," which encouraged participants to reflect on the importance of accessibility in cultural institutions. This was followed by a presentation from João Maia, a blind photographer, who



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shared his experience photographing the Paralympic Games, explaining his professional practice, the tools he uses, and the adaptations that make photography accessible for people with visual impairments.

The workshop concluded with a discussion on opportunities to expand accessibility initiatives at the Moreira Salles Institute, reinforcing the institution's commitment to creating more inclusive cultural spaces. The session ended with a summary of the key learning outcomes and an opportunity for participants to exchange ideas and reflections.

Participant Testimonial

Gabryell Kurt:

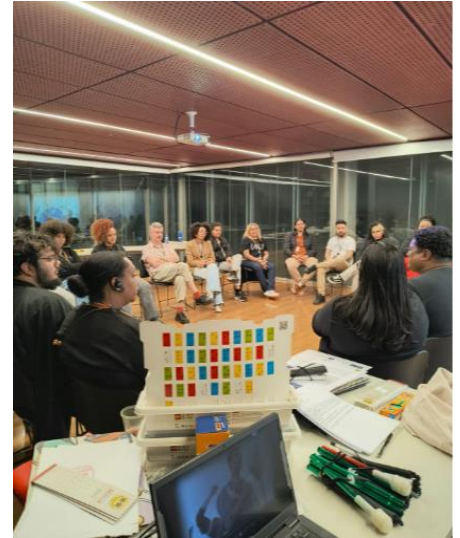
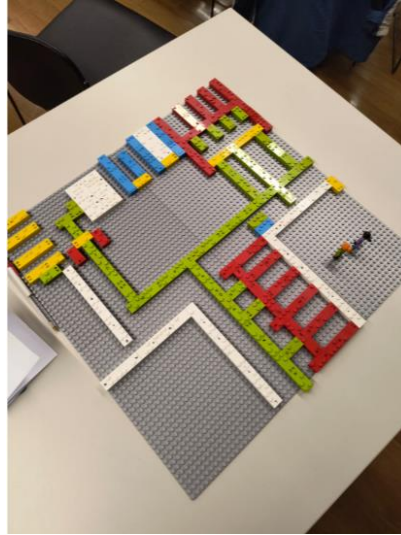
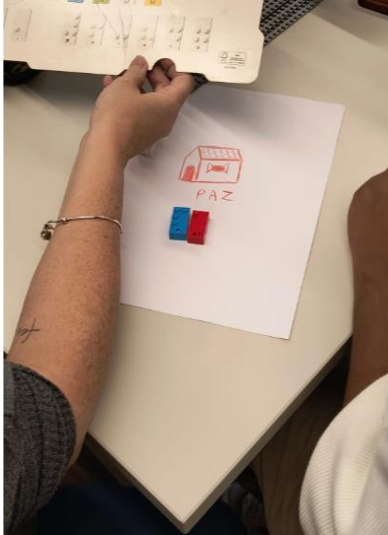
"We recently had a very special learning experience at IMS with the team from the Dorina Nowill Foundation for the Blind, an institution that has been promoting inclusion, autonomy, and accessibility for people with visual impairments for decades. The workshop invited us to rethink the way we learn, communicate, and create more accessible cultural experiences."

One of the highlights of the activity was learning about LEGO® Braille Bricks, a methodology developed in partnership with the LEGO Foundation that uses specially adapted LEGO® bricks featuring Braille characters to support the literacy of children with visual impairments in an engaging, creative, and inclusive way. More than an educational resource, the initiative demonstrates how play can become a powerful strategy for learning, autonomy, and social participation. [...]"

"As a professional working in a cultural institution, I consider experiences like this to be essential. They remind us that inclusion should not be treated as an add-on, but as a guiding principle in the creation of spaces that are truly democratic, welcoming, and representative of the diversity of our society."

I would like to thank the Dorina Nowill Foundation for the Blind and the Moreira Salles Institute (IMS) for providing such a valuable opportunity for learning and exchange. I left the workshop with new knowledge, fresh perspectives, and the conviction that accessibility, education, and culture go hand in hand in building a more inclusive future."





Monitoring and Evaluation Visit Report
Rosclair da Silva Costa School – Paranaguá, Paraná
Visit Date: 18, 2026

A monitoring and evaluation visit was conducted at Rosclair da Silva Costa School, located in the municipality of Paranaguá, Paraná, with the objective of observing the educational practices developed using LEGO® Braille Bricks to support the literacy of two students with low vision.

During the visit, the teaching practices implemented by the classroom teacher were observed. She carried out literacy activities designed for two students with low vision using accessible, hands-on, and engaging educational resources.

The observed lesson focused on the Portuguese consonant clusters "NH," "LH," and "CH," aiming to strengthen phonological awareness, reading, and writing skills through meaningful and participatory learning experiences. To support the activities, enlarged images of objects and words containing these letter combinations were used, encouraging the students to identify the words and reproduce them using LEGO® Braille Bricks.

The lesson concluded with an adapted educational bingo game featuring words containing "NH," "LH," and "CH." As the teacher read each word aloud, the students identified the corresponding terms on their bingo cards and marked them using LEGO® bricks. The activity promoted attention, rapid visual decoding, word-to-image association, and meaningful interaction between the participants.

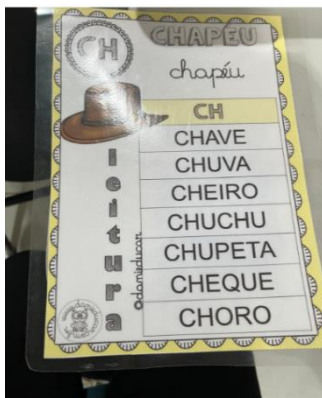
Conclusion

The visit provided an opportunity to observe a teaching practice strongly committed to inclusion and to the students' learning and development through the use of accessible strategies and hands-on educational resources in the literacy process. The activities demonstrated clear pedagogical intent, effective planning, and appropriate adaptations to meet the needs of the students with low vision.

Particular emphasis should be given to the teacher's role in facilitating the learning activities, fostering active participation, interaction, and meaningful learning through engaging experiences supported by **LEGO® Braille Bricks**.

Visit Participants

- **Ika Fleury** – General Coordinator, Braille Bricks Program
- **Gabriela Nascimento Ribeiro** – Junior Administrative Analyst
- **Mariane Meduna** – Special Education Teacher
- **Tatiane Cristina Gonçalves da Costa Mariano** – Pedagogical Supervisor for Special Education and Inclusive Elementary Education, Municipality of Paranaguá



Monitoring and Evaluation Visit Report

Nascimento Junior School – Paranaguá, Paraná

Visit Date: May 18, 2026

A **pedagogical monitoring visit** was conducted to observe educational practices using **LEGO® Braille Bricks** within the **Specialized Educational Support (SES)** program.

During the visit, the teacher described how she incorporates **LEGO® Braille Bricks** into the Specialized Educational Support classroom as a complementary educational resource alongside puppets that she designed and created herself.



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The observed approach demonstrated a creative, engaging, and inclusive teaching practice that supports students' communication, interaction, and learning. The integration of the puppets with **LEGO® Braille Bricks** enabled the development of dynamic and meaningful learning activities, encouraging student engagement, active participation, and hands-on exploration of educational content.

During the visit, the teacher shared that she had completed the **Educator Training Course on the Use of LEGO® Braille Bricks** and emphasized the positive impact the training has had on her professional practice. She noted that teaching is a continuous learning process and that the course expanded her instructional strategies by providing new approaches and resources for Specialized Educational Support.

The observed practice demonstrated a strong commitment to inclusion and to creating a welcoming and accessible learning environment in which students can actively and meaningfully participate in educational activities.

Conclusion

The visit demonstrated the value of LEGO® Braille Bricks as an important educational resource within Specialized Educational Support (SES), contributing to more accessible, creative, and participatory teaching practices. The integration of the resource with instructional materials created by the teacher further enhanced the engaging nature of the activities and expanded learning opportunities for the students.

The visit also highlighted the teacher's commitment to continuous professional development and her ongoing pursuit of inclusive teaching strategies that foster students' learning, participation, and engagement in the school environment.

Visit Participants

- **Ika Fleury** – General Coordinator, Braille Bricks Program
- **Gabriela Nascimento Ribeiro** – Junior Administrative Analyst
- **Michelle Martins Francisco** – Special Education Teacher
- **Tatiane Cristina Gonçalves da Costa Mariano** – Pedagogical Supervisor for Special Education and Inclusive Elementary Education, Municipality of Paranaguá



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Monitoring and Evaluation Visit Report

Department of Special Education (DEE) – Specialized Educational Support Room for Students with Visual Impairments – Itaquaquetuba, São Paulo
Visit Date: May 26, 2026

On May 26, a pedagogical monitoring visit was conducted at the Department of Special Education (DEE) – Specialized Educational Support Room for Students with Visual Impairments, in the municipality of Itaquaquetuba, São Paulo, to observe educational practices using LEGO® Braille Bricks within the Specialized Educational Support (SES) program.

During the visit, the team observed the work carried out by Teacher Katia, who currently provides educational support to 23 students with low vision and 5 students who are blind. She shared that when the LEGO® Braille Bricks kits were first delivered to the school, the children responded with great excitement and enthusiasm. According to the teacher, witnessing the students receive the materials was a particularly meaningful and emotional moment, reflecting their joy and genuine interest in the resource.

The teacher uses LEGO® Braille Bricks as an educational resource in the Specialized Educational Support (SES) Room for Students with Visual Impairments, promoting activities focused on pre-Braille skills, literacy, and learning through engaging, accessible, and participatory approaches. During the visit, special attention was given to the educational support provided to a student who is deafblind, who is developing literacy skills with the support of LEGO® Braille Bricks, demonstrating the methodology's potential to strengthen inclusion and educational accessibility.

The visit also highlighted the integration of LEGO® Braille Bricks with other teaching materials created by the teacher herself, reinforcing creative and inclusive educational practices that foster communication,

interaction, and student learning. This pedagogical approach expands opportunities for hands-on exploration of educational content, making learning activities more dynamic and meaningful.

The teacher also shared that she had completed the Educator Training Course on the Use of LEGO® Braille Bricks, emphasizing the significant impact the training has had on her professional practice. According to her, teaching is a continuous learning process, and the course greatly expanded her instructional strategies within the Specialized Educational Support (SES) program.

She also shared a personal perspective, explaining that she has a 12-year-old son who is blind. In her view, if LEGO® Braille Bricks had been available in her municipality during his literacy process, the resource would have played a crucial role in supporting faster and more meaningful learning.

Conclusion

The visit demonstrated the value of **LEGO® Braille Bricks** as an important educational resource within **Specialized Educational Support (SES)**, contributing to more accessible, creative, and participatory teaching practices. The teacher's work reflects a strong commitment to inclusion, the creation of a welcoming learning environment, and the continuous pursuit of strategies that support the holistic development of students.

The visit also highlighted the importance of ongoing professional development and the use of accessible educational resources that provide meaningful learning experiences, strengthening the autonomy, participation, and literacy development of children with visual impairments and children who are deafblind.





Monitoring and Evaluation Visit Report

EMEB José Marinho Ferreira – Itaquaquecetuba, São Paulo

Visit Date: May 26, 2026

On **May 26**, a **pedagogical monitoring visit** was conducted at **José Marinho Ferreira School** to observe activities carried out with a **2nd-grade class** under the guidance of **Teacher Katia**, a specialist in **Specialized Educational Support (SES)**.

Teacher Katia provides weekly support at the school to assist a student with low vision. Although the student was unable to attend on the day of the visit, it was still possible to observe inclusive educational practices designed to promote accessibility, inclusion, and awareness among the entire class.

During the observed lesson, Teacher Katia worked on the **Braille alphabet** as well as introductory **Brazilian Sign Language (Libras)** concepts, fostering the integration of different forms of accessible communication within the school environment. Throughout the session, the students demonstrated familiarity with the Braille system by recognizing letters and actively participating in the proposed activities, reflecting both their growing knowledge and their enthusiasm for the learning experience.

The lesson was organized by dividing the class into three groups. Each participant took turns selecting a LEGO® brick from color-coded kit boxes and returning to their group to assemble the **Braille alphabet** on the **LEGO® Braille Bricks** baseplates.

The observed practice demonstrated Teacher Katia's strong commitment, through the **Specialized Educational Support (SES)** program, to creating an inclusive and participatory learning environment. By combining accessible resources with engaging teaching methodologies, she encouraged the learning of all students while fostering respect for diversity and strengthening inclusive education within the school community.

Conclusion

The visit demonstrated the value of LEGO® Braille Bricks as an educational resource that supports inclusive teaching practices within the school environment. The activities developed by Teacher Katia provided accessible, participatory, and collaborative learning experiences, contributing to the promotion of inclusion and increasing students' awareness of different forms of communication and learning.



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The students' high level of engagement throughout the activities was particularly noteworthy, as was the teacher's commitment to implementing meaningful educational practices that promote accessibility, interaction, and the active participation of all learners in the educational process.



Monitoring and Evaluation Visit Report
EMEB João Geraldo dos Santos - Itaquaquecetuba-SP
Visit Date: May 26, 2026

On **May 26**, a **pedagogical monitoring visit** was conducted at **João Geraldo dos Santos School** to observe activities carried out with a **2nd-grade class** led by **Teacher Katia**, a specialist in **Specialized Educational Support (SES)**.

Teacher Katia provides instruction both in collaboration with the regular classroom and through individualized support sessions for two students: one student who is blind and another with low vision. During the visit, she shared that the blind student also receives services from the **Dorina Nowill Foundation for the Blind** and emphasized that the use of **LEGO® Braille Bricks** has been essential to the student's literacy development, significantly supporting her transition to reading embossed Braille and using a Braille writer.

The class also includes two students with autism, two students currently undergoing diagnostic assessment, and one student with **Down syndrome**. According to the teacher, **LEGO® Braille Bricks** is used inclusively with all students, respecting each learner's individual needs and abilities. For the student with Down syndrome, the resource is being used to teach color recognition, matching, and sorting activities, supporting cognitive development as well as visual and tactile association.



During the visit, an educational activity based on the keyword "**AMOR**" ("LOVE") was observed. Students were asked to identify the letters contained in the word and create new words using the letters **A, M, O, and R**. The activity promoted literacy development, letter recognition, word formation, and collaborative learning among students.

The students with visual impairments demonstrated a high level of proficiency in using **LEGO® Braille Bricks**, handling the resource independently and confidently throughout the activities. They showed familiarity with the Braille system by accurately identifying letters, assembling words, and reading them in a meaningful and participatory manner. The observed practice demonstrated that the resource has made a significant contribution to strengthening literacy skills, reading development, and student autonomy.

The visit also highlighted the strong engagement and participation of the entire class. Students demonstrated enthusiasm, collaboration, and genuine interest in the activities and educational resources. Overall, the observed practice reflected Teacher Katia's commitment to creating an inclusive, welcoming, and participatory learning environment through accessible and meaningful teaching strategies that benefit all learners.

Conclusion

The visit highlighted the importance of LEGO® Braille Bricks as an educational resource that supports inclusive teaching practices within the school environment, contributing to students' literacy development, autonomy, and active participation.

The visit also underscored Teacher Katia's commitment to implementing inclusive teaching methodologies tailored to her students' individual needs. Through accessible, engaging, and meaningful learning experiences, she continues to strengthen inclusive education and promote the holistic development of the students she serves.



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Across the three educational settings visited in the municipality, it was evident that the municipal school system is strongly committed to promoting inclusion and accessibility. The practices implemented by educators reflect a dedicated effort to develop accessible teaching strategies that encourage active student participation and strengthen the learning process for children with visual impairments and other specific educational needs.

The commitment demonstrated by the educational teams highlights the municipality's investment in building a more inclusive, welcoming, and meaningful educational environment for all learners.

Visit Participants

Paula Regina Freire Fernandes de Barros – Senior Project Analyst

Gabriela Nascimento Ribeiro – Junior Administrative Analyst

Kátia Capinam Rubem – Special Education Teacher (Municipal Department of Education)

Monitoring and Evaluation Visit Report
Samuel da Silva Filho Municipal School – Cotia, São Paulo
Visit Date: June 2, 2026

During the monitoring visit to the Specialized Educational Support (SES) classroom, the team observed the work carried out by Teacher Maria Beatriz, a participant in the LEGO® Braille Bricks Program training.

Although the SES classroom currently does not serve students with visual impairments, the teacher has successfully adapted the strategies and methodologies learned during the training to support neurodivergent students and other learners eligible for special education services, achieving positive and meaningful educational outcomes.

The teacher explained that she has adapted the activities presented during the training to meet the specific needs of her students, using LEGO® Braille Bricks as a resource to foster creativity, communication, social interaction, fine motor skills, logical reasoning, and active participation in learning activities.

During the visit, the teacher shared experiences developed as part of the World Play Day celebrations. Inspired by an activity introduced during the training sessions, students were challenged to create their own ways of playing using LEGO® Braille Bricks together with other materials available in the classroom. The activity aimed to promote autonomy, creativity, and student agency.

Students were given free access to the available materials and encouraged to design their own games and playful activities. Among the projects observed were ring toss games created using LEGO® bricks, EVA



foam, balls, and other classroom resources. The children actively participated in planning, building, and testing their own games.

The teacher emphasized that these activities encouraged collaboration, imagination, and problem-solving while increasing students' interest and engagement during Specialized Educational Support sessions.

She also explained that the educational team regularly documents classroom activities through photographs, allowing these experiences to be shared with families and strengthening the partnership between the school and parents. According to the teacher, families have responded very positively, recognizing and celebrating the students' progress and achievements.

Conclusion

The visit highlighted Teacher Maria Beatriz's commitment to applying and sharing the knowledge acquired through the LEGO® Braille Bricks Program training, demonstrating that the resource has significant educational potential beyond supporting students with visual impairments.

It was evident that LEGO® Braille Bricks is being used as an inclusive educational resource capable of meeting the needs of diverse learners while promoting meaningful learning experiences. The practices observed in the Specialized Educational Support (SES) classroom demonstrated creativity, clear pedagogical purpose, and strong alignment with the principles of inclusive education, contributing to the cognitive, social, and emotional development of the students.

Visit Participants

Fundação Dorina Nowill para Cegos

Paula Barros – pleno Project Analyst

Municipal Department of Education of Cotia

Sarah Torres Campos Laurindo – School Coordinator;

Maria Beatriz Gomes Aires – Specialized Educational Support (SES) Teacher;

Patrícia Soares Braga – Director of Special Education;

Roberta Aparecida Malaquias de Carvalho – Educational Coordinator;

Patrícia Souza - Educational Psychologist

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Monitoring and Evaluation Visit Report **Honório de Sylos Municipal School – Cotia, São Paulo** **Visit Date:** June 2, 2026

During the monitoring visit to **Honório de Sylos Municipal School**, the team observed the use of **LEGO® Braille Bricks** to support the learning of a **10-year-old student**. The student returned to school this year after undergoing cancer treatment and is currently blind in one eye and has low vision in the other.

The teacher explained that she has incorporated the knowledge and strategies acquired through the **Braille Bricks Program** training into her daily teaching practice. According to the teacher, the student demonstrates a strong interest in learning and actively seeks to participate in the same educational experiences as her classmates.

It was observed that **LEGO® Braille Bricks** is used as an authentic instructional notebook in the classroom. The teacher records activities on the LEGO® Braille Bricks baseplates, enabling the student to complete the same written tasks simultaneously with her peers, thereby promoting active participation and meaningful inclusion in the classroom.



The school also integrates the use of the **Soroban** and **LEGO® Braille Bricks**. In the **Multifunctional Resource Room**, the specialized teacher uses the materials to teach mathematical concepts and numeral recognition.

One of the featured activities was "**Number Battle**." In this game, the numbers **0 through 9** are represented using **LEGO® Braille Bricks** pieces distributed among the participants. Students play in pairs, each revealing one numeral at a time. The participant with the higher number wins the round and keeps the opponent's piece. The game continues until one player has no pieces remaining. This activity promotes numeral recognition, quantity comparison, logical reasoning, and student interaction through an engaging and inclusive learning experience.

During the visit, the student's parents were invited to observe the session and experience **LEGO® Braille Bricks** firsthand. They shared that they had not previously been familiar with the resource, having only heard about it through their daughter, who frequently returned home excited to share what she had learned at school and to teach her family the Braille concepts she had acquired through the activities.

The parents expressed great admiration for the educational possibilities offered by the resource and for the positive impact it has had on their daughter's learning and independence. During the meeting, the team presented the work of the **Dorina Nowill Foundation for the Blind** and provided information about rehabilitation services and specialized support available for people with visual impairments.

The parents also shared that they are still navigating the process of understanding and accepting their daughter's visual impairment. However, the visit significantly broadened their perspective on her abilities and increased their awareness of the resources and services available to support her development. At the conclusion of the meeting, they expressed a strong interest in visiting the **Dorina Nowill Foundation for the Blind** to learn more about the programs and specialized services that could benefit their daughter.

Conclusion

The visit highlighted the school team's strong commitment to the student's inclusion and the effective implementation of the methodologies introduced during the **Braille Bricks Program** training. It was evident that **LEGO® Braille Bricks** has made a significant contribution to the student's active participation in classroom activities, strengthening her autonomy, literacy development, and interaction with her classmates.

The visit also had a positive impact on the student's family by fostering closer collaboration between the parents, the school, and the **Dorina Nowill Foundation for the Blind**. This opportunity helped recognize the student's strengths, strengthen her support network, and increase the family's awareness of the resources and specialized services available for people with visual impairments.

Visit Participants

Dorina Nowill Foundation for the Blind

- **Paula Barros** – Senior Project Analyst



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Municipal Department of Education of Cotia

- Priscila Soares Contreras – School Principal
- Rafaella Ferreira de Jesus – School Coordinator
- Simone Mary Rodrigues Lira – Teacher
- Denise Alice da Silva – Student's Mother
- Bruno da Silva – Student's Stepfather
- Patrícia Soares Braga – Director of Special Education
- Roberta Aparecida Malaquias de Carvalho – Educational Coordinator
- Patrícia Souza - Psicopedagoga.



5. Institutional Visits to the Memory Center and the Braille Bricks Interactive Room

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

During this period, the Foundation received a significant number of visitors, reflecting the growing interest of institutions and professionals in the initiatives developed by the Foundation and the Braille Bricks Program. Among these visits, several organizations and initiatives had the opportunity to explore the Foundation's facilities, educational methodologies, and accessible resources designed to promote inclusion and support the literacy of children with visual impairments.



March 20 – SENAC Limeira

The Foundation welcomed 10 faculty members from the SENAC Limeira technical education programs on an institutional visit coordinated by the Foundation's Employability Department. As the group currently teaches students with visual impairments, they sought to learn from the Foundation in order to enhance their teaching practices, explore assistive technologies, and expand the support they provide in educational settings.

During the visit, participants were introduced to the Foundation's various areas of work. In the Braille Bricks Interactive Room, they explored LEGO® Braille Bricks as a literacy resource, discovering its educational potential to support children with visual impairments. The methodology generated considerable interest and enthusiasm among the educators.



March 20 – Riopretense Instituto for Blind Workers

The Foundation was pleased to welcome 32 professionals from the Riopretense Institute for Blind Workers for an institutional visit. The program included a presentation of the Foundation's newly renovated Memory Center, followed by a visit to the Braille Bricks Interactive Room, where participants took part in hands-on workshops using the LEGO® Braille Bricks kits.



The visit provided a valuable opportunity to exchange experiences, strengthen institutional partnerships, and share best practices in the fields of inclusion and education for people with visual impairments. The Foundation was also honored to welcome the institution's President, whose presence underscored the importance of the meeting and the shared commitment to promoting accessibility, inclusive education, and the autonomy of people with visual impairments..



March 25 – ETEC Irmã Agostina

The Foundation welcomed eight second-year high school students from ETEC Irmã Agostina, who are developing a research project on accessibility and inclusion.

During the visit, the students learned about the work carried out by the Dorina Nowill Foundation for the Blind and participated in a hands-on activity in the Braille Bricks Interactive Room. They explored Braille by writing words and recreating objects using LEGO® Braille Bricks, gaining practical experience with the Braille system and its educational applications.



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March 31 – Group of 21 Visitors with Visual Impairments

The Foundation welcomed a group of 21 visitors with visual impairments from Campinas. Although some participants receive services from the Campinas Institute for Blind Workers, the visit was not institutional in nature, as it was independently organized by the visitors themselves.

During their visit to the Braille Bricks Interactive Room, participants were introduced to LEGO® Braille Bricks, a resource that was new to many of them. The group expressed great surprise and enthusiasm as they explored its educational and inclusive potential.



March 31 – Moreira Salles Institute (IMS)

The Foundation welcomed staff members from the Moreira Salles Institute (IMS) in São Paulo for an institutional visit aimed at learning more about the Dorina Nowill Foundation for the Blind, its programs, and its areas of expertise.

The visit also provided an opportunity to discuss accessibility resources, foster the exchange of knowledge and experiences, and explore possibilities for future collaboration and partnership between the two institutions.



April 02 – Belas Artes University

The Foundation welcomed a group of students from Belas Artes University, who are conducting a research project on video games and accessibility for people with low vision.

During the visit, the students learned more about the work of the Dorina Nowill Foundation for the Blind and engaged in discussions on accessibility, inclusion, and technologies that promote greater autonomy and participation for people with visual impairments in the digital gaming environment.



April 7–8 – Ranieri School

On April 7 and 8, the Dorina Nowill Foundation for the Blind welcomed students from Ranieri School for an institutional visit. A total of 52 students participated, with 27 students attending on the first day and 25 students on the second.

During the visit, the students learned about the Foundation's mission and its initiatives to promote the inclusion of people with visual impairments, as well as the importance of accessibility and social awareness. They also had the opportunity to explore the LEGO® Braille Bricks kit through hands-on activities, experiencing how the resource supports Braille literacy in an engaging, inclusive, and accessible way.



April 13 – Association of People with Visual Impairments of Indaiatuba

The Foundation welcomed representatives from the Association of People with Visual Impairments of Indaiatuba for an institutional visit aimed at strengthening relationships and discussing opportunities for future collaboration, particularly in light of the ongoing renovations at the Association's headquarters.

During the visit, participants toured several areas of the Dorina Nowill Foundation for the Blind, including the Braille Bricks Program, where they learned about its educational methodology and its role in promoting inclusive literacy for children with visual impairments.



April 24 – Municipal Department of Education of Serrana

The Foundation welcomed representatives from the Municipal Department of Education of Serrana for an institutional visit organized by the Braille Bricks Program. The group was accompanied by a student with a visual impairment from the municipality who will benefit from the LEGO® Braille Bricks resource.

The visit strengthened the connection between educator training, classroom practice, and inclusive education, while providing participants with a deeper understanding of how the resource supports the literacy and learning of students with visual impairments.



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April 27 – Campinas Institute for Blind Workers (ICCT)

The Foundation welcomed the leadership team of the Campinas Institute for Blind Workers (ICCT) for an institutional meeting focused on knowledge exchange and strengthening collaboration between the two organizations.

During the visit, participants toured several areas of the Dorina Nowill Foundation for the Blind, including the Braille Bricks Program, and discussed opportunities for future partnerships and joint initiatives to advance inclusion and accessibility.



April 29 – Curumim Educational Institute

The Dorina Nowill Foundation for the Blind welcomed representatives from the Curumim Educational Institute, which currently has a student with a visual impairment enrolled.

During the visit, participants learned more about the Foundation's programs and services and took part in a hands-on experience with LEGO® Braille Bricks. The visit also provided an opportunity to explore the resource as a pedagogical tool to support inclusive teaching practices and the inclusion of students with visual impairments in the school environment.



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April 30 – SENAC Lapa Tito Apprenticeship Program

The Foundation welcomed a group of 25 apprentices from the SENAC Lapa Tito Apprenticeship Program, who are currently studying topics related to inclusion and visited the Dorina Nowill Foundation for the Blind to learn more about its work.

During the visit, participants took part in an interactive activity using LEGO® Braille Bricks, providing a hands-on learning experience focused on accessibility, inclusion, and visual impairment awareness. The workshop encouraged reflection, discussion, and the exchange of ideas on the importance of creating more inclusive environments.

May 18, 19, 20, and 25 – EMEI Monteiro Lobato

On May, 18, 19, 20, and 25, the Dorina Nowill Foundation for the Blind welcomed children aged 4 to 6 years from EMEI Monteiro Lobato, the school attended by the children of Martha Nowill, granddaughter of Dorina Nowill. Approximately 90 children participated in the visits over the four days.

The program included guided tours of the **Memory Center**, hands-on activities in the **Braille Bricks Interactive Room** using LEGO® Braille Bricks, and a visit to the Foundation's library. These experiences provided the children with engaging and educational opportunities to learn about accessibility, inclusion, reading, and the Braille system through playful and interactive activities.





May 21 – Association of Consuls’ Spouses

The Dorina Nowill Foundation for the Blind welcomed members of the Association of Consuls’ Spouses of São Paulo, the Consular Society of São Paulo, the Association of Consuls in Brazil, and Ângela Gandra Martins, São Paulo’s Municipal Secretary for International Relations.

The purpose of the visit was to present the Foundation’s work in promoting the inclusion and autonomy of people with visual impairments, giving guests the opportunity to learn about its programs, services, and initiatives. During the visit, participants toured the Foundation’s facilities and took part in experiences focused on accessibility and inclusion.



May 22 – Maple Bear Jaguaré

The Dorina Nowill Foundation for the Blind welcomed a class of 18 students from Maple Bear Jaguaré, who are beginning their literacy journey. Prior to the visit, the school had already introduced concepts of accessibility through activities involving a person who is blind accompanied by a guide dog.

During the visit, the children learned about different orientation and mobility techniques and explored the Braille system through hands-on activities using LEGO® Braille Bricks. The experience provided an engaging and interactive introduction to an alternative reading and writing system, enriching the students’ early literacy experiences while promoting awareness of accessibility and inclusion.



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May 25 - FECAP

The Dorina Nowill Foundation for the Blind welcomed two groups of students from FECAP, enrolled in the Multimedia and Audio and Video Production technical programs, for an institutional visit focused on accessibility in communication.

During the visit, students interacted with the Foundation's audiovisual team, learning about accessibility techniques and resources used in the production of inclusive content. The program also included a discussion with the Foundation's Volunteer Program team to explore opportunities for future youth volunteer initiatives.

In addition, participants were introduced to the Braille Bricks Program and took part in hands-on activities with LEGO® Braille Bricks, experiencing the Braille system through an engaging and interactive approach.

June 8, 12, 17, and 19 – Espaço Ekoa

On June 8, 12, 17, and 19, the Dorina Nowill Foundation for the Blind welcomed students aged 7 to 8 years from Espaço Ekoa. Approximately 96 children participated in the visits over the course of the four days.

The program included guided tours of the **Memory Center**, hands-on activities using **LEGO® Braille Bricks**, and a visit to the Foundation's library. These experiences provided the children with engaging and educational opportunities to learn about accessibility, inclusion, reading, and the Braille system through playful and interactive activities.





**June 11 – Specialized Resource Room, Santo André
Public School System – EMEIEF Carlos Drummond de Andrade**

The purpose of the visit was to introduce the Dorina Nowill Foundation for the Blind, its educational practices, and its work in promoting the inclusion and autonomy of people with visual impairments.

During the visit, participants took part in a hands-on activity using LEGO® Braille Bricks. As the Municipality of Santo André is already a partner of the Foundation, the experience was particularly meaningful, providing participants with a practical demonstration of the positive outcomes achieved through this collaboration.



June 16 – Salgueiro School

The Dorina Nowill Foundation for the Blind welcomed a group of 32 elementary school students for an institutional visit to learn about the Foundation's mission and the work it carries out in support of people with visual impairments.

During the visit, the students participated in an inclusive and engaging Braille Bingo activity using LEGO® Braille Bricks. The visit was organized through the Foundation's Volunteer Program, providing participants with a meaningful opportunity to develop greater awareness of accessibility and inclusion.



June 17 – SENAC Lapa Tito

The Dorina Nowill Foundation for the Blind welcomed a group of 25 apprentices from SENAC Lapa Tito, who are currently studying topics related to inclusion and visited the Foundation to learn more about its work.

During the visit, participants took part in an interactive activity using LEGO® Braille Bricks, providing a hands-on learning experience focused on accessibility, inclusion, and visual impairment awareness. The activity encouraged learning, reflection, and the exchange of ideas on the importance of creating more inclusive environments



June 22 – Circular School

The Dorina Nowill Foundation for the Blind welcomed 18 sixth-grade students who are conducting a research project on assistive technologies related to disabilities affecting the five senses.

During their visit, the students were introduced to the Braille Bricks Program and participated in a hands-on activity using LEGO® Braille Bricks, expanding their understanding of accessibility, inclusion, and Braille literacy.



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Results Achieved

The 14th edition of the Braille Bricks Program reached 2,268 education professionals, demonstrating the growing interest and engagement of educators in inclusive teaching practices.

Among the participants, 82 professionals self-identified as having a disability, reinforcing the importance of providing accessible and representative professional development opportunities. The distribution was as follows:

- Visual impairment: 44 participants
- Hearing impairment: 11 participants
- Autism Spectrum Disorder (ASD): 11 participants
- Physical disability: 16 participants

As part of this edition, the distribution of 1,363 LEGO® Braille Bricks kits and 823 instructional manuals is currently underway.

To support the implementation of the Program's training courses, workshops, and other activities throughout the semester, a logistics operation covering 56,396 kilometers has been planned, demonstrating the Program's commitment to expanding access to knowledge, fostering inclusion, and generating educational impact across diverse regions.

Beyond the direct reach of its training initiatives, the Program has continued to expand through recognition from the families of participating students and partner institutions. The Foundation has received inquiries from municipalities that first learned about the Braille Bricks Program through parents of children with visual impairments who had previously lived in municipalities already participating in the Program. After relocating, these families encouraged their new Municipal Departments of Education to establish partnerships with the Foundation. One example is the municipality of Palmares, which is currently in the process of joining the Program.

The Foundation has also identified an important dissemination movement driven by institutions already using the LEGO® Braille Bricks kits in their educational services. In several cases, both families and partner institutions have introduced the methodology and educational resources to their local Municipal Departments of Education, encouraging the implementation of the Program within their school systems. This organic expansion demonstrates the initiative's educational and social impact, while highlighting the strong potential for scaling inclusive practices through the experiences of the communities directly benefiting from the Program.



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