


**EXPERIENCE REPORT FROM AN EDUCATIONAL PERSPECTIVE: AN
EXCHANGE BETWEEN BRAZIL AND PORTUGAL****RELATO DE EXPERIÊNCIA SOB O OLHAR EDUCATIVO: UM INTERCÂMBIO
ENTRE BRASIL E PORTUGAL****INFORME DE EXPERIENCIA DESDE UNA PERSPECTIVA EDUCATIVA: UN
INTERCAMBIO ENTRE BRASIL Y PORTUGAL**

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ABSTRACT

The exchange provides an exchange of experiences, personal, cultural and professional knowledge. In the area of education and as the main objective, pedagogical studies that enrich professional practice are included. The study addresses the experience of an exchange and its contribution to teacher training, analyzing the close relationships established with people from different countries during the master's period. The collaboration allows teachers, managers and students to have access to different perspectives on the teaching and learning process, in addition to promoting the development of joint projects, research and internationalization of educational institutions. In addition, the exchange contributes to the strengthening of cultural and historical ties, in this case, between Brazil and Portugal. Because of this, this work presents an experience report, as it is a production of knowledge focused on the intercultural academic experience in education. The exchange experience at a Portuguese university, with a visit to schools and hospitals with a group of professionals working in education from several countries, such as Angola, Cape Verde, Italy, Portugal and Brazil, had a pedagogical and formative bias, achieving the objective of interlocution between theory and practice between the disciplines, theoretical and field study. As a conclusion, it is possible to state that, in addition to achieving the objectives proposed for the study, there were numerous benefits resulting from the development of this activity.

Keywords: Exchange. Higher Education. Educational Sciences.

RESUMO

O intercâmbio proporciona uma troca de experiências, conhecimentos pessoais, culturais e profissionais. Tratando-se da área da educação e como principal objetivo, incluem-se as pedagógicas que enriquecem a prática profissional. O estudo aborda a experiência de um intercâmbio e sua contribuição para a formação docente, analisando as relações de proximidade estabelecidas com pessoas de diferentes países, durante o período de mestrado. A colaboração permite que professores, gestores e estudantes tenham acesso a diferentes perspectivas acerca do processo de ensino e aprendizagem, além de promover o desenvolvimento de projetos conjuntos, pesquisas e internacionalização das instituições de ensino. Além disso, o intercâmbio contribui para o fortalecimento dos laços culturais e

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históricos, neste caso, entre Brasil e Portugal. Por conta disso, este trabalho apresenta um relato de experiência, por ser uma produção de conhecimento voltado para a vivência acadêmica intercultural na educação. A experiência de intercâmbio em uma universidade portuguesa, com visita a escolas e hospital com um grupo de profissionais atuantes na educação de diversos países, como Angola, Cabo Verde, Itália, Portugal e Brasil, teve viés pedagógico e formativo alcançando o objetivo de interlocução entre teoria e prática dentre as disciplinas, estudo teórico e de campo. Como conclusão, é possível afirmar que, além de alcançar os objetivos propostos para o estudo, houve numerosos benefícios decorrentes do desenvolvimento dessa atividade.

Palavras-chave: Intercâmbio. Ensino Superior. Ciências da Educação.

RESUMEN

El intercambio proporciona un intercambio de experiencias, conocimientos personales, culturales y profesionales. En el área de la educación y como objetivo principal, se incluyen actividades pedagógicas que enriquezcan la práctica profesional. El estudio aborda la experiencia de un intercambio y su contribución a la formación docente, analizando las estrechas relaciones establecidas con personas de diferentes países durante el período de maestría. La colaboración permite a docentes, directivos y estudiantes tener acceso a diferentes perspectivas sobre el proceso de enseñanza y aprendizaje, además de promover el desarrollo de proyectos conjuntos, la investigación y la internacionalización de las instituciones educativas. Además, el intercambio contribuye a fortalecer los lazos culturales e históricos, en este caso, entre Brasil y Portugal. Por tanto, este trabajo presenta un relato de experiencia, pues se trata de una producción de conocimiento centrada en la experiencia académica intercultural en educación. La experiencia de intercambio en una universidad portuguesa, con visitas a escuelas y hospitales con un grupo de profesionales que actúan en el ámbito de la educación de diferentes países, como Angola, Cabo Verde, Italia, Portugal y Brasil, tuvo un sesgo pedagógico y formativo, logrando el objetivo de diálogo entre teoría y práctica entre disciplinas, estudios teóricos y de campo. En conclusión, es posible afirmar que, además de alcanzar los objetivos propuestos para el estudio, fueron numerosos los beneficios resultantes del desarrollo de esta actividad.

Palabras clave: Intercambio. Educación Superior. Ciencias de la Educación.



INTRODUCTION

During the Master's Degree in Educational Sciences at Fernando Pessoa University, in the city of Porto, Portugal, it was possible to get to know some of the university's support networks and partner establishments. Knowing them made it possible to expand the field study under the supervision of teachers who once developed a deep theoretical study dealing with information and communication technologies, universal design for learning, psychomotor rehabilitation, educational psychology and curricular differentiation. The object of study of the classes, expanded to other places besides the university, was contributed by the Monção School Group, the Ronald McDonald House in Porto and the Paediatrics Wing of the São João Hospital in Porto.

The basic purpose of this visit was to offer the opportunity to get to know the physical establishments, the equipment, the facilities, the operation and institutional organization chart, the activities developed, the access and monitoring of the user public, the management, management and supervision of the activities, adequacy of the curriculum in differentiated teaching spaces, the physical structure planned to welcome anyone with specific needs and the relationship between the employees and their vision about of the workspace.

This visit focused on the area of interest of the master's students, in the case of Inclusive Education, aimed to improve the training around the teaching activity and educational guidance to two professionals who are part of multiprofessional teams in educational institutions in Brazil.

The experience is a great opportunity for technical-scientific improvement, in addition to encouraging other people to acquire good experiences. Therefore, this work socializes knowledge and reports the learning of exchange in education in the Lusitanian country.

GETTING TO KNOW THE MONÇÃO SCHOOL GROUP

Monção is a city located in the sub-region of Alto Minho, in the north of Portugal, and on the banks of the Minho River. Its name evolved from the Latin Mons Sanctus. It is a region well known for the manufacture of vinho verde and also for rural tourism and medieval villages.

The purpose of the visit to the School Group in this region was to learn about the installation and operation of two schools, the first of kindergarten and elementary I and the second of elementary school II and high school. Also, to relate to the theoretical foundations of the curricular components: Psychomotor Rehabilitation; Theoretical Foundations in Special Education; Information and Communication Technology Applied

to Special Educational Needs; Curriculum Differentiation; Assessment and Intervention with Children and Young People with Disorders in the Cognitive and Motor Domains and Psychology of Learning and Social Dimension.

The visit was supervised by Prof. Dr. Francisco Alves, coordinator of the multiprofessional team of one of the schools and professor at the Fernando Pessoa University (UFP). Those present at this visit were able, in addition to getting to know the facilities, to dialogue with the supervisor of the two school units. With it, it was possible to get to know and discuss the curricular structure, the physical environment and infrastructure, as well as its maintenance, educational resources, teaching methodology, the evaluation process and student performance, the family-school partnership and extracurricular activities.

This allowed an important orientation on the curricular components of the common national base, pedagogical practices and resource management, expanding the possibilities and experiences of how to manage a school for all. After the visits, the cultural experience was added. Those present on this visit tasted typical dishes of the region, visited some monuments and historical parks.

The moment in the park of Salvaterra do Minho provided a conversation circle, among fellow visitors, master's students from the following countries: Angola, Brazil, Cape Verde, Italy and Portugal, who spoke about the impressions of the experience. At the time, the possibility of a comparative study of the school curriculum of the aforementioned countries was forwarded.

GETTING TO KNOW THE RONALD MCDONALD HOUSE

The Ronald McDonald house, which opened in 2013, is maintained by the Ronald McDonald Foundation. Located in front of the Portuguese Institute of Oncology (IPO), in the city of Porto, it is within the grounds of the São João University Hospital (HUSJ).

The visit was supervised by Prof. Ms Andreia Castro, a volunteer psychologist at the foundation and professor at UFP. In this visit it was possible to get to know the project and contextualize it with the theoretical field studied, with greater emphasis on Psychomotor Rehabilitation and Curricular Differentiation, Evaluation and Intervention with Children and Young People with Disorders in the Cognitive and Motor Domains. This supervised visit took place in two parts. The first was to learn about the project and functioning of the House, from the referral, reception and physical and emotional support to the families to the organization and maintenance of the house. The second



was the guided tour by the teacher and the coordinator of the House. In this second stage, it was possible to get to know the

The physical structure of the establishment consists of 12 rooms with private bathrooms, a large living room with TV and multimedia devices, dining room, kitchen with four islands, laundry, relaxation room, playroom, library, garden with playground, wooded outdoor space, terrace, computers and tablets with free internet access. It also has volunteers who develop activities for the well-being of families, such as: masseurs, hairdressers, manicurists, physical educator, physiotherapists.

The house is open 24 hours a day and aims to welcome families with children undergoing treatment at the IPO or HUSJ. They are referred by the IPO's social service and receive free assistance during their stay in the house that holds up to 12 families simultaneously.

One aspect that drew attention is that during the day the house is open and available for other families who could not find accommodation to use the space, being able to enjoy the facility to heat and have meals, bathe, use the laundry, relax, socialize with other families and participate in the actions promoted by the volunteers. All service and maintenance of the House is maintained by the Ronald McDonald Children's Foundation and other donors, as well as volunteers and collaborators.

GETTING TO KNOW THE PEDIATRIC WARD OF SÃO JOÃO HOSPITAL

The Ronald McDonald institution, dedicated to supporting children and adolescents undergoing medical treatment, maintains a Play Room inside the pediatric ward of São João Hospital. This space was specially designed to provide moments of leisure and fun for hospitalized children, promoting a welcoming and stimulating environment.

The Play Room is divided into several thematic areas, each intended for different activities. In the reading room, children have access to a diversity of books and stories, all organized by age group and theme. The electronic games room is equipped with video games and computers, offering a modern and interactive form of entertainment between children and families. As an extension of this room, there is another with a variety of toys and board games, encouraging social interaction and collective fun. In addition, there is a Snoezelen room that offers tactile, visual, auditory and olfactory experiences, aiding in the multisensory development of children, providing a space for relaxation and stimulation.

To ensure that children and their families make the most of this space, this wing contains a team of professionals such as pedagogues, physiotherapists, nurses,



psychologists, among others, some of whom are volunteers. These professionals are available to play, teach and support children in the various activities. They are trained to meet the specific needs of hospitalized children, ensuring that all activities are carried out in a safe and appropriate manner.

The children's families are also welcome in the Play Room. They can participate in the activities with their children, creating special family moments, or leave the children in the care of volunteers and collaborators, knowing that they will be in a safe, welcoming and stimulating learning environment.

METHODOLOGY (OR MATERIALS AND METHODS)

To support this work, we chose to present an experience report, "[...] which is a type of knowledge production, whose text deals with an academic and/or professional experience" (MUSSI; FLOWERS; ALMEIDA, 2021, p.65). Thus, the authors described a successful experience that occurred in the exchange in Portugal, focusing on the implementation of Inclusive Education practices in various educational and institutional contexts. Study sites included Fernando Pessoa University, Monção School Group, Ronald McDonald House in Porto and the Paediatric Ward of São João University Hospital.

The visits to these institutions were planned and executed according to an established schedule, allowing the active participation of the master's students in the activities of the institutions. Although the limited time for visits may have influenced the depth of the observations and the results are specific to the institutions visited, the methodology applied allowed for reflection and detailed understanding of Inclusive Education practices in Portugal. This experience contributed significantly to the technical and scientific training of the master's students.

CONCLUSION

The realization of these visits provided an enrichment for the master's students, not only from an academic point of view, but also culturally and affectively with the Lusitanian people and other nationalities who were part of the group of researchers in training. The interaction with different professionals and institutions allowed a deep understanding of inclusive educational practices and support for children and their families in other contexts, such as the hospital space. The exchange of experiences with colleagues of different nationalities also fostered a collaborative and intercultural learning environment.



These experiences highlight the importance of training that integrates theory and practice, promoting the development of professional skills to work in different educational contexts, as well as social and emotional skills. The experiences acquired encourage other people to seek similar experiences, contributing to the dissemination of good practices and the strengthening of support networks and international cooperation.

Therefore, the exchange in education in the Lusitanian country proved to be a valuable opportunity for technical-scientific improvement, offering subsidies for the training of professionals committed to the inclusion and well-being of all students, regardless of the space where the education takes place. In conclusion, the initiatives and experiences reported here are an impulse to be more encouraged and expanded to other education professionals, allowing more educators to benefit from similar learning and professional development experiences.



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