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DOSSIER

"INCLUSION, INTERCULTURALITY AND PEDAGOGIC INNOVATION IN HIGHER EDUCATION"

The present Dossier intends to bring together and disseminate research works which articulate the subjects of inclusion, interculturality and pedagogic innovation in Higher Education. The writers of this Dossier belong to the International Observatory of Inclusion, Interculturality and Pedagogic Innovation (IOIIPI). They collaboratively seek to debate political-academic decisions related to the three themes by means of each one's theoretical perspectives and by taking into account their institutions' contexts in order to organize the production and dissemination of their scientific knowledge.

The broadening of the right to Education implies both the universalization of Basic Education and the Democratization of Higher Education. These mean a larger presence of a population previously invisible and disregarded as subjects of knowledge in the academic and school settings. In these contexts, to adopt an inclusive, intercultural and pedagogically innovative perspective in teachers' education and in the institutional cultures, policies and practices means to reinforce the respect for other ways of reading and viewing the world in order to attribute an epistemological dignity to the historically ignored knowledge, as well as an ontological dignity to the protagonists of such knowledge.

This, the first article "The process of construing IOIIPI: theoretical and methodological issues" is about researching, teaching and doing outreach work in a collaborative network at both graduation and post-graduation levels. The idea is to form educational professionals who produce critical, transformative, inclusive, intercultural and innovative practices and knowledges in education.

The outreach work of the university is a priviledged locus to promote reflection about the transformation of the university including new attitudes, values and its own relation with Knowledge, in accordance with the authors of the second article. The authors state that outreach work may help to find ways of producing innovative, inclusive and intercultural knowledge, which in turn helps meaningful improvements in the university practices in ethical, democratic and autonomous ways. They stress that pedagogic innovation in the university imply changing paradigms, new approaches to curriculum and the "strengthening of outreach work".

The third article helps us to understand the concept of pedagogic innovation on the basis of IOIIPI's reflection on the innovation of teacher initial education and about practices that break away from traditional models. The authors treat teacher Education in alignment with the constitution of their research group, named *Formar*. They stress that the research has offered challenging, destabilizing formative experiences that take them out of a certain zone of comfort, stealing truths and spreading uncertainties.

Anache and Madruga, in the 4th paper, present an integrative bibliographical research about inclusion in higher education between the years of 2007 and 2017 in theses and dissertations databanks. They stressed the movement against discrimination and disability impairment labelling in an excluding and segregated society. The results were analyzed with a historical and cultural perspective and indicate that inclusion in higher education of people with disability is a challenge that requires research and change in the institutional and pedagogic administration and it should involve the education of teachers and professionals who work at the higher education level.

The 5th article, by Nicanor Rebolledo, analyses the double effect of intercultural practices in basic education school of Mexico City regarding indigenous children. It discusses alternatives to school justice, allowing indigenous students to participate in school decision-making processes, but also explains that exclusion, in this context is still growing because the cultural differences are dealt with in a patterned way, on the basis of a cultural relativism. The author explains that bilingual intercultural education is complex and presents many nuances that end up both including and excluding such students.

The need for inclusive, intercultural, pedagogic practices, according to Filomena, Sônia and Sadi, has motivated these authors to reflect in this 6th paper. They report that in the texts of educational policy of the years 2000 advances about such subject could be seen in Resolution CNE/CEB nº. 4/2010, CNE/CEB nº. 2/2012 and CNE/CEB nº. 6/2012. As a consequence, they identified that the documents bear the idea of an integral education and propose the building of decolonized identities for teachers and students.

The 7th article presents the results of an investigation carried out with teachers of future teachers in the Catholic University of Maule, in Chile. The study investigated their perceptions about inclusive education. The main findings show that the students being educated to be future teachers have no competences to implement inclusive projects due to the education they are offered and the reality in which they live. The main reason is to do with the lack of knowledge of their own teachers. The author points that there is awareness about the need for a better education, but the curriculum needs to contemplate an inclusive perspective.

Regarding inclusive Education in higher education level, Marcos, Marcilene and Carla present, in the 8th article, their reflections upon the subject. They investigated administrators of the Federal University of Ouro Preto's perceptions regarding inclusion, interculturality and pedagogic innovation. 120 questionnaires were applied, out of which they obtained 38 answers. The administrators showed a good knowledge of inclusion, but very little about the other concepts. Their findings pointed to the need for carrying out studies and debates about the concepts, thus educating the institution's own professionals.

The 9th paper leads one to reflect on special education in an inclusive perspective with a focus on the services provided but the special education sectors in schools and universities. There is too much confusion and too many mistakes about "how" to perform such services as they are quite complex. The paper presents 12 important actions that can and should be used by the special teacher. The author claims for the need to provide such services in an inclusive perspective, breaking away from models and attitudes present in excluding schools and universities and in so doing, ensuring the implementation of what is prescribed in the national special education policy.

In the 10th article, the authors carried out a bibliographical study about cultures, policies and practices of inclusion, interculturality and pedagogic innovation in order to get to know the existing academic production on those subjects in the Federal University of Rio de Janeiro. The sectors investigated were Evaluation Coordinateship, Special projects and Innovation Sector, Academic initiation Programme of the university and the Permanent Forum of Accessibility and Inclusion. They also carried out some interviews to gather and understand the existing practices in that institution.They noticed some advance regarding inclusion, but again, very little regarding interculturality and pedagogic innovation.

In the 11th article, titled The Cultural Diversity in the Curriculum of the State of São Paulo and in Basic Education teachers' initial education, the concept of a culturally diverse curriculum and an equally diverse teacher initial education. The study was based on teachers'

answers to a questionnaire. The results pointed to the need for more consistent initial and continued education of teachers about the topic of cultural diversity. The authors conclude that that teachers' professional education in this perspective helps to promote respect for difference and diversity, as well as ensures an inclusive perspective of education.

The last paper, that is, the 12th, discussed music as an area of essential knowledge in the education of teachers. A collaborative research based on Art, the Artography and Etnosomnia as methods was carried out. The strengthening of an 'hearing culture' encompasses na acoustic ecology. The authors stress that the acoustic ecology comprehends acoustics, psychology, sociology and music and, therefore, the intercultural experience of rediscovering a meaningful hearing culture. In higher education, the study contributes to a teaching practice based on the perspective of Knowledge Ecology as a qualitative paradigm for teacher education.

We also contemplate in the current Dossier three articles of continuous flux: The Influx of Evaluation Policies about Teachers' Performance; Methodological Procedures to Choose Categories of Analysis based on Theoretical-conceptual References; and To Remember in order to Preserve; story telling as a means of patrimonial education. The first paper shows the results of an investigation on the perceptions of teachers about the policies on systemic evaluation procedures and the incidence of such evaluation in school curricula. The second examined a set of interviews with Basic education teachers about their perceptions on continued education they took up over their careers, on the basis of aprioristic analyses. The third article reflected upon the importance of cultural patrimony in teaching-learning relationships and focused on remembrance work on the basis of classroom story telling practices as a tool to be explored in the remembrance, valorization and preservation of local culture.

The Studies presented in this Dossier lead us to reflect upon several points of view in a Brazilian historical-political context characterized by setbacks and loss of rights. In this sense, we feel provoked to use research as a means of fighting and hoping for fairer life conditions to all. In this view, this Dossier expresses the efforts we make in carrying out collaborative research at outreach, graduation and post-graduation levels with a view to producing critical, transforming and inclusive, intercultural and innovatively oriented educational knowledge and practices. This, for us, represents the constant search to break away from fragmentary knowledge and hopefully strengthening an interdisciplinary dialogue as a means to produce new knowledge, knowledge that can be different from that we encounter in classic epistemological debate.

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