

A B S T R A C T S

Difficulties and hindrances for school inclusion**The dangers of diagnosis**

DENISE QUARESMA DA SILVA

Making diagnoses, evaluations and dictaminations is a part of the routine of multiple specialists, and not a few times do those results get to the school involved. This article approaches the dangers of diagnosis by taking as a starting point a case that illustrates the difficulties, hindrances and (im)possibilities of school inclusion in the face of a child psychosis diagnosis. The author discusses other forms of classification and evaluation that distort the meaning of some practices, translating them as diseases, deviations, aberrations or crimes, producing situations of discrimination and exclusion in schools.

Diversity as a starting point**Building inclusive curricular practices for the alphabetization of youths and adults**

MARGARETH FADANELLI SIMIONATO

Diversity is an inherent aspect in educational practices and it directly influences the teaching and learning process. Understanding and considering diversity as a group-enrichment factor within the prospective construction of an inclusive curriculum demands to carry out differentiated pedagogical interventions when it comes to youth and adult education. The article proposes to think about this topic, its implications and contributions for teaching, and it presents some recommendations for promoting student learning in youth and adult education.

The configuration of processes of inclusion/exclusion within youth and adult education

SANDRA DOS SANTOS ANDRADE,

MARIA CLÁUDIA DAL'IGNA Y

DAGMAR ESTERMANN MEYER

The article examines the configuration of processes of inclusion/exclusion within youth and adult education. In order to reflect on that issue, we use some results from a research that was carried out with students between 15 and 27 years old in a public school in Porto Alegre, Brazil. What the article intends to show is that, while examining the inclusion/exclusion processes in youth and adult education, it was possible to observe which discourses from different fields (such as the political, legal, pedagogical, psychological, anthropological, among others) are contained in the configuration of processes of inclusion/exclusion within youth and adult education. The purpose is to contribute to the development of inclusive practices at school, facing the challenges that this educational modality has to deal with.

The inclusion of students with Down syndrome**Notes from the Brazilian context**

LISIANE MACHADO DE

OLIVEIRA-MENEGOTTO

This article analyzes the discourses of teachers from schools in a municipality of the state of Rio Grande do Sul, Brazil, regarding the inclusion of students with Down syndrome. 19 teachers participated in this case study, 18 women and one man, aged between 19 and 45, who work with this population of students in 12 schools, three private and nine public. Interviews were used for gathering information and, starting from the qualitative analysis of the contents, information was grouped into the following theme categories: discussion about inclusion in the

framework of academic training; conception of inclusion among faculty and school versus inclusion from the perspective of the professor.

Inclusion and diversity
Promoting the accessibility of
hearing-impaired youths and
adults in higher education

PAULO FOSSATTI,
GILCA MARIA LUCENA KORTMANN Y
SIMONE VAN DER HALEN

The present article relates the actions of Unilasalle/Canoas Institutional Development Plan in Brazil. It looks to promote the extension of inclusion practices for hearing-impaired students in the college community, attempting to socialize the knowledge generated by the institution. It is a link between the sectors that are engaged in the attention of hearing-impaired students who undergo the admission test for higher education in the different programs of the institution. The text encourages the school and the university to accept their social role in the inclusion of students with deafness, respecting human differences and creating the right conditions for the student to have access to life, to work and to his/her autonomy as a citizen.

**Participation of dogs in the
assistance of students
with special needs**

VERA LUCIA FELICETTI Y
ROSALINA MORO KLAGENBERG

This text approaches a significant learning experience with students who suffer from language, cognitive, motor and behavioral deficiencies in which dogs trained for that purpose participated. The service to a student with paralysis of a spastic nature was specifically approached. The practice with dogs takes place in a city park in the state of Rio Grande do Sul, Brazil, and it counts on the participation of students from municipal schools who attend the municipality's Inclusive Education and Accessibility Training Center (CEIA). The results are satisfactory, given that students have demonstrated improvements in language, as well as in their motor, cognitive and behavioral abilities.

**Informatics and inclusion of
blind youths and adults in
higher education**
Web accessibility as a strategy for
digital and cultural inclusion

PATRICIA KAYSER VARGAS MANGAN

Accessibility to the contents available on the Internet is an essential condition in order to reach a full inclusion into the society of information. The situation of digital exclusion —characterized by a lack of accessibility or a limited accessibility to the Internet— is primarily due to technological restrictions. Taking higher education into account, a warning is necessary with regard to the difficulties for the digital inclusion of blind people who, despite having access to computational equipment and the Internet, do not attain full access to the available contents. This article discusses the difficulties this population sector has to face in order to gain access to online content, and it sets forth some means to overcome them, starting from the sensitization of the teaching community in general.

From the restrooms to the classrooms

**Graffiti as a didactic tool for
the topic of sexual and
gender diversity at school**

CHRISTIANE SPERLING

This article approaches an experience related to the use of graffiti embodied in school restrooms as didactic material used with students in debates about inclusion, gender, sexuality and respect for diversity. In order to show the potentialities of this resource as didactic material, the article presents the analysis of some graffiti collected between 2010 and 2011 in the restrooms of a public school of secondary education located in the urban part of the city of Porto Alegre, Brazil. The text also includes suggestions for professors who may be interested in applying this work experience in their classrooms.

The discourse of black students concerning the fee policy in a Brazilian public university

DENISE MACEDO ZILLOTTO Y
MARIA CRISTINA LUNARDI KERN

The implementation of racial fees in public universities looks to modify the inequalities black students are subject to within Brazilian society, in relation to their opportunities of accessing higher education. There is no consensus in regard to such policy, which justifies the making of this study. It deals with how the students who are included as a result of those fees conceive and evaluate this affirmative action. The results indicate that, in the opinion of those interviewed, entering the university does not guarantee their visibility and condition of equality in relation to the other students; however, they consider themselves as part of a historic moment and they have an inkling of new perspectives for them and their families after their insertion into college.

Youth inclusion and educational practices in cooperative work

CLEBER GIBBON RATTO Y
JOEL LUIS DUMKE

The article presents and discusses information provided by youths who participated in a garbage collecting and recycling cooperative in Canoas, Brazil (COOPERMAG). The experience included a consultancy for social educators provided by TECNOSOCIAL/Unilasalle, an institution dedicated to the incubation and follow-through of these kinds of initiatives through educational practices at/for work. Actions aimed at generating jobs and income for youths on urban outskirts constitute an alternative for social inclusion, since they allow them to face the conditions of unemployment and misery that prevail in those suburban areas, as well as to recreate life meanings, individually and collectively.

**Pedagogy of inclusion
in Paulo Freire**

Words of a disciple

BALDUINO ANTONIO ANDREOLA

This testimonial writing deals with an experience of personal treatment between a professor and researcher from Unilasalle/Canoas University (Brazil) and Paulo Freire. The text principally refers to the coherence Freire always had between discourse and practice in his daily relationships –loving and respectful– with people. The personal treatment that characterized Freire all throughout his life and within all contexts constitutes an ontological and ethical principle of inclusion, since it remits us to the acknowledgement of the equality of all human beings.

**Pre-text of the community's
pedagogy configuration process**

VIRGINIA PAULA PORRAS RUIZ

The text approaches the work developed around the project “Pedagogies of the community”, which was developed by CREFAL throughout 2012 and 2013. The problematic addressed by the project was the education of subjects, and it developed from questions and discussions concerning the senses of such education, of what it means within different contexts, and from the knowledge of each one of the participants: CREFAL's researchers and teaching researchers from indigenous communities in three regions of Mexico. The lines of the dialogue were three: social practices that configure community-related issues, the conditions of possibility that allow community education to be viable, and the thought codes or words that synthesize senses or historical specificities. A central component of the process was pondering about words and their meanings, which vary according to the cosmogonies from which they emerge.

Traducción: Camilo Patiño Pérez

