

Thinking of disability in an inclusive perspective

Charles Gardou

What is more cultural than the way to understand disability and to provide answers? Disability affects the person but also its wider environment, by challenging the prevailing cultural order. It is somehow corrupt the vision embedded in a culture. An ideal that defines the compliance, defined "unconventional", prepares categories, ensuring that people comply, creates and maintains interaction process, opposition or segregation. This article examines the ways to devise and take it into account in our culture. It questions the format developed and the usual cultural representations. In an inclusive perspective, it invites a "deconstruction" and "New Lights" on disability.

Keywords: inclusion; culture; deconstruction; "New Enlightenment"; reinvention of the social order.

An international experience of training teachers for inclusion

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Diversity demands appropriate educative attention if all students are to receive a quality education, which guarantees the equal opportunities principle. Inclusive education is the better way to achieve it.

At national and international levels, inclusion is considered a model for developing educational systems although the majority of schools have not yet attained it. This reality justifies the need for teachers training to meet the challenges of achieving success for all the students.

We present an experience developed at nine schools in Spain and Costa Rica, through a teacher training for inclusion project. With this project schools have initiated processes for transforming into inclu-

sive educational centers. We relate the core process principles, the strengths and difficulties found and the main results. The findings show how these processes represent substantial changes for the schools.

Keywords: inclusive education, teacher training, international project

Challenges of the inclusion in Portugal: the importance of leisure time activities in the promotion of learning

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The present text analyzes the challenges of inclusion since the relation globalization and curriculum in portuguese educational reality where there is an extension of school time - full-time school and the programme of curriculum enrichment that integrates the 1st cycle of basic education. That treats of the investigation of type of study of desenvolved case since the application of questionnaires, interview and analysis of documents that aim the development of learnings from the activities that involve the processes of construction and playfulness. The analysis of process of inclusion aims to exceed the limits of debate that points the difficulties and reflects on the process of inclusion of a child with Down's Syndrome in a Lisbon school of regular education that passes to attend the Center of free time activities that aims to point out proactive actions, that are able to get a move on as a paradigm of inclusion.

Keywords: globalization, curriculum, inclusion, learning.

Autonomy and co-responsibility or the place of Adult Education in the fight for social inclusion

Alcides A. Monteiro

How can Adult Education contribute to the social inclusion of less favored groups?

Taking in account the example of Adult Education and Training Courses directed to unemployed women living in rural areas, the present text aims at analyzing the way Education can transform itself in an important path towards the reinforcement of the citizen condition of these adults and also of their ability to actively participate in the modeling of their own destiny. Within the context of a risk society, the training with regard to the exercise of autonomy, (self) reflectivity and co-responsibility is the answer found to reach such a goal.

Keywords: risk society; adult education; social inclusion; autonomy; co-responsibility; (self) reflectivity.

Education for entrepreneurship as social inclusion facilitator: A case in higher education

**Maria Teresa Gomes da Costa
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This study aims to present the entrepreneurship education as an important tool for social inclusion, supported in training and development of competencies that help in self-employment. After a literature review and a theoretical approach related with employment, poverty, social exclusion and entrepreneurship education the study analyze the case of an entrepreneurial ecosystem in Polytechnic Institute of Setúbal. Finally the conclusions and final recommendations are presented to the promotion of a suitable environment to entrepreneurship in higher education in order to answer to the new challenges and changes related with the actual economic and social situation considering a inclusive education perspective.

Keywords: higher education; entrepreneurship; education; social inclusion; entrepreneurial ecosystem.

Inclusive Education – a new School paradigm

Maria Odete Emygdio da Silva

The identity is defined through our relationship with those who around us and who help us to "see ourselves" as a person with our own characteristics. The school is a privileged space for this perception because of the interaction it provides, creating rich and stimulating environments and fundamental conditions to the proper development of any individual. Because of these given assumptions inclusive education makes all the sense, in spite of doubts felt and questions raised by teachers when asked to implement strategies which consider the class as a heterogeneous entity. Hence the relevance of teacher training to help overcome this problem, as shown by our own or oriented research in this area.

Keywords: inclusive education; teacher training; training needs analysis, action research.

From "learning how to do" to "learning by doing": the practices of inclusive education, at school

Isabel Sanches

The inclusion emerges as a new social paradigm which requires a flexible and functional social organization that is based on the respect for one another and on a permanent construction that makes sense for each of the socio-cultural context in which it operates. To educate, by including, is a mission of the society, in general, and the school, in particular. Learning and teaching, by including, is a challenge for everyone and, for many, a utopia.

We intend, with this article, to get involved, exemplifying and reflecting, so that we can make learning and teaching, by including, an achievable utopia.

We sought a project developed in the classroom, in the framework of a master's degree in special education, and through

it, but having in the background that many other projects that were developed with the same principles and concerns, we report how to take advantage of the diversity of the group and obtain academic and social gains. From the results, we can say that trying new / other role models in the classroom and at school, reflecting on the action to validate and make it ever more efficient, in a perspective to build more and better knowledge, makes teaching and learning more effective and greatly motivates the players.

Keywords: inclusive education, inclusive education, inclusive education practices, teacher training, research and action.