

SYMPP - (18883) - LEARNING AND PRACTICING INCLUSION AT THE UNIVERSITY

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Short Abstract

This presentation intends to reflect on the role of research projects and communities, involving teachers and students, in the learning and practices of inclusion at the university. Several experiences will be selected, for their focus related to inclusion, learning communities and intercultural perspectives. Various issues and dilemmas will be identified and addressed, regarding: power relations and levels of participation at university; relations between research and action for the development of inclusion; collaborative work between university, schools and local communities; ethics, equity and transformation of university culture; professional and personal development of university professors and students.

It will be explored a perspective of inclusion that implies a rupture with hierarchically established forms, and the development of a democratic and participatory culture, where the imbalances of power between the various actors are blurred, their voices take place in listening and decision-making processes on relevant issues, collaborative research and training processes are established and joint projects are organized, in which theory and action are part of the same process that transforms individuals and groups, dynamics and structures.

It is understood that this is a path that is made with others, taking on the challenges and facing personal, relational and contextual difficulties. Habitus and ethos established over time are difficult to change and often block our perceptions of the contradictions and paradoxes we experience in everyday life. Without pretense of an exhaustive identification and deepening, we will try, at least, to touch on some of its complexity and to understand inclusion as a process under construction and always unfinished.