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We are publishing the first special number of volume 14 - corresponding to the year 2019 - of the Revista Ibero-Americana de Estudos em Educação (Ibero-American Journal of Education Studies). The dossier **Inclusion and Child Education** was carefully organized by Claudia Regina Mosca Giroto, Fabiana Cristina Frigieri de Vitta and Luciana Aparecida de Araujo to address the theme of the limits and challenges posed to the construction of inclusive Child Education.

As the authors call attention to: *educating children in an inclusive context, under the principles of universal access to education, equal rights in access to opportunities and equity, presupposes that consideration be given to the specificities of children, their different ways of appropriating the knowledge and the different school contexts, so that differences are valued. It also implies giving visibility to the child as a subject of rights and producer of culture.*

There are 17 articles - theoretical essays, bibliographic review, documentary analysis and reports of experience - of diverse institutional origin: Universidad del Salvador (Buenos Aires, Argentina); Federal Universities of Amazonas, Alagoas, Catalão/GO, Grande Dourados/MS, Uberlândia/MG, São Paulo (Santos/SP), São Carlos/SP, Rio Grande do Sul; Universities of the state of Pará; Universidade de São Paulo; and Universidade Estadual Paulista (UNESP).

With this dossier we reaffirm our commitment to provide a reflective space on Education that is done in Ibero-America. In order to guarantee the quality of education for all children, we must overcome the current abyss between legislation, the elaboration of public policies for inclusion attendance and the concrete practice that is developed in the school units.

Have a good reading!

Editorial Team.