From the Editor's Desk: Vol. 9 No. 1

Editor: Kanishka Bedi

It is my pleasure to introduce Vol. 9 No. 1 of World Voices Nexus: The WCCES Chronicle!

This issue contains five articles covering the regions of Brazil, India and the Philippines.

The article entitled "Participatory Pedagogies in Early Childhood Education: A Documentary Analysis of Pedagogical Proposals from Portugal, Italy, and the City of São Paulo, Brazil" by Aline Paes de Barros & Maria Aparecida Guedes Monção is based on the right of the child to participation and aimed to conduct a comparative analysis of documents, curricula, and/or pedagogical proposals developed in three places that seek to act by participatory pedagogies in early childhood, namely: Reggio Emilia approach, Italy; early childhood education centers in Portugal and in the city of São Paulo, Brazil.

Mousumi Boral, in her paper "Transformative Pedagogy: Empowering Visually Impaired Geography Learners", embarks on a journey to redefine geography education and geographical imagination, transcending its conventional boundaries to become a conduit for transformative learning. It seeks to cultivate a *'planetary consciousness'* by advocating for strategic and systematic pedagogic transfer through phases of inquiry and action. Central to this endeavour, is recognizing the challenges faced by visually impaired geography learners, particularly amidst regional technological disparities and limited access to quality education.

In their article "Social and academic interest in homeschooling: Brazilian perspectives", Adriana Silva Oliveira, Giulia Maria Bumba, Luciane M. R. Barbosa, Eliane Cristina Prudencio Silva and Patrícia Machado Jardim analyze the homeschooling movement in Brazil in recent decades and the growing social and academic interest in this practice. Bibliographic research and analysis of press publications were used as methodological procedures.

The paper "Told the Untold Accounts of the Senior High School Learners with Disabilities (LWDs): Bases for Equitable Pedagogical Interventions" by Jonard V. Verdeflor & Mary Grace L. Castillo collected and analyzed the narratives and stories of the senior high school learners with disabilities of Leonora S. Salapantan National High School. Using the content analysis method, their study examined and analyzed the narratives and stories of the of the learners with disabilities in the time of Covid-19 pandemic.

Finally, in her paper entitled "Socio-educational Development of Black, Poor and Peripheral Adolescents in Brazil", Ana Rita Almeida Ferreira reflect on the repercussions of poverty and social vulnerability in the socio-educational experiences of black, poor and peripheral adolescents in Brazil.

I would like to take this opportunity to thank my co-editors Oleg Gubin & Gauri Hardikar and the entire editorial team for their help in finalizing this interesting issue. I would like to express my profound gratitude to the immediate past WCCES President Professor N'Dri T. Assie-Lumumba for continuing to inspire us. Wish you happy reading!

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