



Dear Readersⁱ,

We are excited to share our journal “**Educação em Perspectiva**”, the volume 9, number 1, referring to the period from January to April of 2018.

From this volume onwards, the magazine also has publications in the English version, thus beginning its transition to bilingual publication: Portuguese and English. At that first moment, the editors chose to make this change as an invitation to the authors, to send their manuscripts after they were approved, also in the English version, but not as an obligation. In this way, we are taking another step towards the process of internationalization of the magazine.

This number is composed of ten articles of continuous flow, evidencing a broad and comprehensive set of discussions around the focus and scope of the journal, that is, discussions “about teacher education, educational practices and political actions that result from the relationship between education, the State and Brazilian society”.

Opening the section, Fernanda Bartoly Gonçalves de Lima and Kátia Augusta Curado Pinheiro Cordeiro Silva, from a bibliographic analysis of classics by Marx and Engels, besides writings of marxist authors, discuss the limits and the possibilities of the contribution of the scholar education for human emancipation, on the perspectives of historical and dialectic materialism, in the article **Human emancipation and education: prospects to the school formation**. Therefore, they take back the comprehension of human ontology based on marxists categories that explain the constitution of the social being, which conception of emancipation based on men’s ability of changing the world around. However, this change does not happen without changing the social reality. In this sense, according to the authors, the scholar education cannot achieve, by itself, the human emancipation, but it is an important superstructure for this considering its potentiality on the promotion and appropriation of human knowledge, its historical comprehension and its position on the labour perspective.

In the article **Supervised internship: identity and teacher’s knowledge**, Vilmar José Borges and Regina Celi Frechiani Bitte discuss, from their teacher practices as trainers of teachers of Geography and History, the challenges found on the subject of supervised curricular internship. The authors aims to discuss about the teacher’s training on three axes: supervised curricular internship, identity and teacher’s knowledge. Borges and Bitte emphasizes, in their conclusions, the internship as a privileged spot for the discussions about the teacher’s knowledge and a constutive place of a core of professional knowledges, which is so important for the professional socialization and for the development of teacher’s identity.

Afterwards, in the article **The case *bia.alighieri*: reflections upon a research**, Francisco Assis Cardoso shares with us the analysis of part of the school trajectory of a black and poor woman, inhabitant of outskirts of Belo Horizonte, Minas Gerais, and her “weird” reading habits and tastes. In the beginning of the article, Cardoso emphasizes that *bia.alighieri* is the name given by the interviewed to her electronic address, in tribute of Dante, who seeks for his ‘Bia’. With theoretic references based on the sociology of dispositionalist education, the text produces intersectoral dialogues with social, gender, race and territorial categories. The article is an invitation to the reading and reflexion of the seek for the comprehension of the school trajectories phenomenon and parental mobilizations, as the author points out.

In the article **Becoming men: reflections about the construction of masculinities in child education through games and playing**, Paulo Melgaço Silva Junior, Maria Vitoria Campos Mamede Maia and Ana Ivenicki discuss, from gender, cultural and *winnicottians* studies, the ways which children education’s students make and live, by games and plays, their masculinities. The research had the aim to reflect about how some games and plays intervene directly on the co-construction process of masculinities, and it was performed on a daycare center situated in Duque de Caxias, Rio de Janeiro. As results, the authors points out that the children demonstrate a desnaturalization of grounded marks and visions of masculinity identity, contributing to put in doubt hegemonic processes of their masculinities constructions.

Gilvan Luiz Machado Costa, in the article **High school and teacher’s work conditions in public schools: configurations and perspectives in Brazilian regions**, aims to comprehend the configurations and perspectives to the universalization of the access and the teachers’ work conditions on high school. This is an important discussion in the face of the new high school’s reform and the National Curricular Common Base. The author accomplishes the discussion based on indicators lined on social quality, with emphasis on the Liquid Frequency Rate and Teacher’s Effort. In accordance with Costa, the analyzed data demonstrate region inequality in regard to the National Plan of Education propositions (NPE - 2014-2024), indicate a distant context of the first proposed on the goals number 3, 17 and 18 of the NPE and evidence challenges in regard to the universalization of the access and the teacher’s work conditions on the five regions in the country. At last, the author points out that the problem of the social quality on high school won’t be solved with a pliable curriculum proposed on the Law number 13.415/17, but a fortunate path would be the universalization of the access, especially to the young people between 15 and 17 years old, and the transformation of the teaching in a career socially attractive.

In the article **Curricular Complementaries Activities (CCA) as an education policy in the state of Paraná**, Eduardo Angelo Bandrath and Andréia Paula Basei aimed to comprehend the profile of CCAs policy of the state of Paraná. The study was based on informations originating from official databases from the Education Ministry and had the sample composed by 372 schools from 19 cities. Bandrath and Basei emphasize that the insertion of CCAs in public

schools has been increasing stepwise all around the country and its reason is based on many aspects, from the enlargement of the time of school trajectory, passing by the socialization circle, improving the educational quality, to aspects oriented to the job market and the enlargement of the process of human capital development. As results, the authors demonstrate there was a tendency of accession beyond 80% of the schools to this policy in the state of Paraná, and in the increasing on the participation of the students on the developed projects. Nevertheless, they accentuate that it was not possible to observe a relation between indicating improvement of educational quality with greater participation on the CCAs.

In turn, in the article **The individualized educational plan: proposal of a research method in teacher training**, Letícia Aparecida Alves de Lima, Ana Eliza Gonçalves Ferreria and Marcus Vinicius Gonçalves da Silva demonstrate the preparation of an Individualized Educational Plan (IEP) for students with special needs in public schools. According to the authors, the primary proposal is to think about an individualized curriculum that won't necessarily follow the whole content of the student's grade, so it could be based on specific goals, by a personalized program created to attend the student's needs. As final considerations, the authors reiterate the perception that the elaboration and application of IEP can be an effective strategy to lead the curricular organization, encouraging the social and academic development of public schools' students with special needs, as supporting their perspectives of scholar and working inclusion.

The thoughts of Paulo Freire on the context of teacher's training from the Movement of Landless Rural Workers, article by Marle Aparecida Fideles de Oliveria Vieira and Valdete Côco approaches the contributions of Paulo Freire to the countryside teacher's training in dialogue with *bakhtinians* theoric-methodologics references. The research accomplished by a semistructure interview with a municipal manager of the countryside education, besides the talk developed with the Education Sector of the Movement of Landless Rural Workers (MLRW), in a city of the state of South-east region, aimed to comprehend how the continued training of the teachers effectives on a MLRW settlement. According to the authors, the data indicate the possibility of a training articulated by the organized social movement, based on the teacher's lives and engaged to the countryside people. They also present the present thoughts of Freire when they analyze the politic-pedagogic actions developed in Agrarian Reform settlements, of a popular education made by the people, not for them.

The article **Teachers and their education in the capitalist world** by Rafael Fernando da Costa, Rita de Cassia de Oliveira e Heloisa Helena de Oliveira de Azevedo brings up the main issue to debate: is it possible an education for social transformation in a system that does not privilege the professional education of the teacher? The authors analyze conflicts between the goals of teacher's education with focus on the attending of the capitalist job market requirements and the education that should be offered to the teacher as a transformation agent inside the school. The discussion is centered in the idea that the teacher's education needs to be guided on the praxis epistemology, that is, a need of a practice linked to the theoric and reflexive study; a conscious

practice that enable the teachers the comprehension of their social role on capitalist system, besides the implications of their practice on their student's lives.

Finally, in the article **Between the state and the market: an analysis of public policies on education in Brazil**, Alana das Neves Pedruzzi, Tamires Lopes Podewils and Fernando Nunes Oliveira discuss the multiple relations between the Brazilian Education Public Politics and the interests of the great Capital, which has the market as its creator. For this, they analyze documents of international organizations like World Bank, the Brazilian legislation relative to Education, and also dialoguing with Brazilian Education theoretic references that approach the relations between State and Market. The article is organized in two moments: in the first moment, the authors discuss about the neoliberal influences on Education during Fernando Henrique Cardoso, Lula and Dilma's administration. Then, they discuss about the market interests on Temer's administration. The authors also debate against the intimate relation between State and Market and the possible ramifications of this connexion for all the teacher's practices.

We believe that the articles that make up this number of the journal "**Educação em Perspectiva**" will be able to bring important contributions to the reflexion about the education, practices and educational politics, on the many spaces of critical discussion of education.

We appreciate the partners for the contributions on the journal, the authors and readers for the interesting about the journal.

We wish you a good reading!

Viçosa, April, 2018.

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