

## EDITORIAL v. 32, nº. 03, 2023

The last number from volume 32 - 2023 Edition, from *Momento Magazine: Dialogues on Education* - It is the result of a continuous, collective, and engaged work of the members from the Postgraduate Program in Education - PPGEDU/FURG and from the university academic community. Thus, we could not finish our publications in 2023 without thanking everybody that were part or that still are part of our group, in the form of scholarship, advisors and volunteer editorial assistants.

This publication occurs at a historic moment, which reflects progressive results and expectations, experienced in relation to the advancement of science in Brazil and the necessary struggle of increased funding for the dissemination of research carried out by researchers, committed to the proposed knowledge in the area of education. In this sense, for us, editors of the journal, it is a joy to present this issue that echoes the achievements, learning and consolidated partnerships between different Higher Education institutions in Brazil and abroad. The articulation woven reverberates in the many article submissions received, in the expansion of our editorial committee considering internalization, in the progressive increase in proposals for the next thematic dossiers and in the partnership, which is consolidated between our work as publishers.

Therefore, the issue now published presents a dossier and continuous work. The dossier “*Education, international migrations and the Brazilian context*” organized by Rômulo Sousa de Azevedo (IFG) and Cláudia Valente Cavalcante (PUC-GO) consists of 9 articles and 1 interview. The articulation woven in the texts points to an innovative debate in the field of education, as it addresses the educational rights of migrants and immigrants who live in Brazil and come from different countries, mainly Latin America. The articles were written by authors from the Brazilian states of Rio Grande do Sul, Santa Catarina, Paraná, Rio de Janeiro, São Paulo, Brasília, Goiás, Paraíba, one of which is also international, from Spain.

The continuous flow work includes a set of research that has, among its similarities, the expansion of the debate in relation to professional education. Thus, the first article entitled *Teacher training for professional education: a case study on the Degree courses at IFAP/Campus Macapá*, authored by Adriana Valeria (IFAP) and Liliane Sanchez (UFRRJ),

addresses the present professional education perspective in 5 undergraduate courses offered at the federal level in Amapá.

The article entitled *Public policies and management of professional and technological education in the state system of Pará*, whose authors are Roberto Lima (IFPA) and Catia Macedo (UEPA) presents a work on Management in Professional and Technological Education in the state of Pará over 20 years, from 1998 to 2018. Both studies reinforce a certain dissonance between the provision of professional and technological education in the country, that is, in Amapá's degree courses "there is, in fact, no subject in the curricular matrices that specifically works the theoretical and methodological foundations of Professional Education", in the state system, despite the difference in the theme addressed and the training offered, management of managerial and marketing training prevails, guided by the interests of the instrumental logic itself and the maintenance of the means of production that are, after all, its main ideological support.

Next, the article by Carla Daiane Silva Rodrigues (SES-RS) and Roberta Pasqualli (IFSC) entitled *Active methodologies in technical nursing courses: what research says in Brazilian Stricto Sensu Postgraduate courses*, also addresses the theme of Professional and Technological Education seeking to "investigate what the academic/scientific productions carried out in the Brazilian Stricto Sensu Postgraduate Program say about active methodologies portraying, more specifically, mid-level technical courses in Nursing". In this sense, the authors conclude the necessary innovation in the pedagogical training of teachers who work in these courses and, at the same time, point out the gap in research addresses this topic. This fact indicates, as we see in the management offered in courses in Pará, training aimed at serving the workforce for the job market.

The entitled article *Extension project MOVIMENTA: Physical Education in Times of Pandemic*, authored by Luciana Toaldo Gentilini Avila (FURG), as well as the article called *The JOGA AURORA (PLAY AURORA) social sports project from the perspective of graduating children and families*, by Lucas Ressler dos Santos (FEEVALE), Diego Matheus Schaab (FEEVALE), Denise Bolzan Berlese (FEEVALE) and Magale Konrath (FEEVALE) - with aspects related to the development of extension projects at two universities located, respectively, in the southern and Metropolitan region of Porto Alegre, in Rio Grande do Sul.

Both studies discuss the importance of extension projects carried out at universities pointing out that sports are essential for improving the social conditions of children and their families.

The last text in the continuous flow, by Thales Santos (UFMG) and Paulo Henrique de Queiroz Nogueira (UFMG), entitled *Bullying as a motivation for debates about gender and sexuality at school*, published in Portuguese and English, discusses a topic that we consider fundamental in times of conservative modernism (APPLE, 2003) in Brazil. The text already offers resistance to the conservative, misogynistic, ideological and exclusionary debate, which has been advancing in Brazilian society and perpetuating a historical exclusion that also occurs in the school environment. In the meantime, although the school is considered in the ideological apparatus of the State, we reinforce here that it is also a place of relative autonomy for the debate of such issues. The unsaid, in this case, points to one of the biggest inconsistencies of recent times: a supposedly and falsely neutral, but ideological school, which we certainly reject as supporters of secular, free and socially referenced education.

Finally, we hope that the texts published in this issue contribute to expanding debates and perspectives in the educational area. Furthermore, we look forward to a 2024 imbued with democracy, freedom of expression, inclusion, autonomy and advancement in the human sciences, especially in education.

An excellent reading to all!

### **Publishers**

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### **References**

APPLE, Michael. *Educando à direita: Mercados, Padrões, Deus e Desigualdade*. São Paulo: Cortez, 2003.