

EDITORIAL

This volume of the Revista da FAEEBA – Educação e Contemporaneidade is defined by the renewal of the managing team of this journal created in 1992 by the professor Jacques Jules Sonnevile, who took care of it as if it was his own child. We now are attaining the number 34 of this consistent space of reflexive dialogue upon the production of knowledge in education. As a thematic journal, it has revealed itself as an important tool of academic vulgarization as it turns more visible the various themes of interest in the field of education.

As we wrote this editorial, we remembered the heideggerian concept of care of the being-in-the world. Taking care is a way of manifesting oneself in the world, in opposition to indifference which is an identification mark of contemporary capitalism. In this sense, we perceive that the way in which Jacques Sonnevile and Yara Dulce Ataíde took care of the journal until it reaches adult age, approximate itself of the heideggerian care: caring with assiduity, in an affective, personal and devoted way.

At this time, Jacques delivers his child, the Revista da FAEEBA, to us, after the more complicated fase of childhood but still in need of much care. Giving continuity to the trajectory initiated by our friend Jacques and Yara, we are conscious of the challenge that we are assuming of maintaining the quality and respect that this journal has conquered over the years. This volume was coordinated by Ronalda Barreto and Antonio Dias Nascimento who are both professors and researchers at the UNEB graduated program in education. It aims to problematize the articulation between social movements and education. These are socially dense categories which permit to produce various forms of sociabilities and subjectivities, weak subjectivities and strong subjectivities, according to Ernildo Stein. Strong subjectivities try to intervene in their own history, do not reconcile themselves with pre-written script. Weak subjectivities, on the other way, remain impotent and apathetic as their own life goes on as if guided by fate. The theme of Education and social movements establishes an intimate link between those two dimensions, and according to the authors' views, represent a network of knowledge circulating in the daily life of the subjects, actors and authors in the move, and for this reason, is anchored in those subjects' discourses (memories and orality), their way of life, their culture and nature, as well as in the circularity that implies movement and community looking for a new social identity".

We must highlight the relevance of this theme . The initiative came from researcher from Brazil and abroad, which have been debating and discussing around studies of social movements, giving voices to important segment of the population

The selected papers reflect the various pathways of the Education and social movement dichotomy, demonstrating challenges in the field of study, show-

ing the relations between education and work as well as between theory and practice, highlighting the need of going between these dichotomies which still prevail in our contemporary world.

We express our gratitude for their excellent work to all who have taken care of this journal until now with great dedication. The new team will need courage, determination and dedication to maintain this journal. Who knows do not wait but does.

Tânia Regina Dantas – Editora Geral
Liége Maria Sitja Fornari – Editora Executiva

**Themes and terms for the next journals
of Revista da FAEEBA:
Educação e Contemporaneidade**

Nº	Themes	Terms	Anticipated date of publishing	Coordinators
35	Education and Religions	30.08.2010	March 2011	Lígia Fialho and Sueli Ribeiro Mota Souza
36	Rural Education	30.04.2011	September 2011	Elizeu Clementino de Souza and Fábio José
37	Education of Youths and Adults and Teacher Training	30.09.2011	March 2012	Tânia Regina Dantas, Maria Olívia de Matos Oliveira and Maria de Fátima Urpia

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