

## Letter to the Reader

### São Carlos, september 2018.

Dear readers,

We present in this edition of the Electronic Journal of Education (Reveduc) of the Federal University of São Carlos a set of sixteen articles and a dossier on the theme **“Policies and management of education in municipal contexts”**, organized by Vera Lúcia Jacob Chaves, Alda Maria Duarte Araújo Castro and Marcelo Soares Pereira da Silva.

The first text **“Diadorim, dialectic bildung (education) and subject in Grande Sertão: Veredas”**, by Christian Muleka Mwewa and Alexandre Fernandez Vaz, addresses the dialectic formation of the subject, through Diadorim and Riobaldo in Grande Sertão: Veredas, Guimarães Rosa. The counterposition of peers, expressed by two *jagunços*, and un-peers, expressed by a man and a woman, suggests the otherness.

The following text, **“Foreign Influences, National Identity and Education: A Study of the Works of Dostoevsky and Machado de Assis”**, by Luis Henrique de Freitas Calabresi, deals with the cultural influence of Western European pedagogical conceptions in the second half of the nineteenth century on Russia and Brazil. Based on Dostoevsky’s Notes from the Underground and in the tales *O Espelho* and *Verba Tertamentária* by Machado de Assis, he demonstrates the development of a complex of inferiority, moral degradation and a strong desire to overcome European models with the aim of affirming an original national identity.

The text **“Notes on the concept of Formation *“Bildung”* in Goethe and Rousseau”**, by Siumara da Silveira Melo Quintella and Luiz Antonio Calmon Nabuco Lastória, considers that the Enlightenment movement was characterized by the defense of the emancipatory power of science and reason. In the context of educational practices, it points out the influence of Goethe and Rousseau on the theoretical construct of Bildung. The approach takes into account history and literature in the autobiographical writings of both thinkers, concluding that the common telos is to promote the right to education all humans indistinctly.

Diego Carlos Pereira, in his text **“Continuing formation process: narratives of Bachelor’s professors who act in teacher training undergraduate courses”**, contextualizes and characterizes the processes of continuing education in higher education based on narratives of Bachelor’s teachers who work in undergraduate courses, discussing formal and non-formal aspects. Through a qualitative perspective, oral history and analysis of the narratives of these teachers, it arrives at three characteristics: a) the processes of continuing formation are not a permanent institutional or collective concern in the scope of the work in the university; b) formal spaces of continuing education for higher education are only restricted to research; c) the continuing formative experience through the reflection of practice re-dimensions the identity of these teachers.

The text by Rogério Tubias Schraiber and Elena Maria Mallmann, “**Pedagogical performance of tutors in distance education**”, deals with a study on the pedagogical performance of the group of tutors of the Undergraduate Program of Professors for Professional Education, of the Special Program of Graduation (PEG), of the Open University of Brazil (UAB) at the Federal University of Santa Maria (UFSM). The concept of pedagogical performance is defined as being what tutors perform to practice tutoring, and the concept of technological-pedagogical fluency as the knowledge regarding the integration of technological resources for educational purposes. The conclusion points to the need for the group of tutors to increase their levels of technological and pedagogical fluency so that it is possible to innovate in pedagogical actions, enhancing the teaching-learning process.

In the text “**Modern student youth in the confluence of contemporaneity**”, Dorgival Gonçalves Fernandes problematizes the constitution of the student youth in the context of social, political and cultural transformations that mark the contemporaneity, considering it as a time of crisis, transition and supposed ruptures. Based on Foucault’s notions of discipline, governmentality and subjectivation, the author points to the new challenges that have affected the formation and governance of student youth in educational policy and in the school field in the present time.

The following text, by Vera Lucia Chacon Valença, “**Children and the city: points of view and social/cultural practices**”, shows the relations between children and the city where they live, highlighting their points of view and their participation in local cultural groups. Among the various problems pointed out by the participants of the study are: the lack of spaces to play, the lack of basic physical infrastructure in the place where they live, as well as urban violence. The participation of children in cultural groups presented different levels of engagement, in which cultural groups collaborate to build personal identities and reinforce the sense of belonging/social identities.

Francisca Rejane Bezerra Andrade and Odilon Monteiro da Silva Neto, in the text “**The multi-scalar educational governance ideal and the IFCE experience in Ceará**”, analyze the expansion of the Federal Network of Professional and Technological Education in that Brazilian state, through the perspective of multi-scalar evaluation. Based on the fact that the actions were not guided by a rational construction in the choice of cities served by the expansion and also that the courses offered to society were placed so as not to dialogue with the realities, it is verified the negation by which it was instituted. In the view of the authors, this shows that Brazil cannot proceed in promoting development that generates the involvement of society, in order to reduce the diverse asymmetries that mark the Brazilian society since its genesis.

The text, “**Development of higher education in the Federal Institutes of Education, Science and Technology in the State of Goiás**”, by Chaiane de Medeiros Rosa presents a panorama of higher education in Goiás, focusing on the Federal Institutes of Education, Science and Technology of this state. The study was carried out through a documentary research, and the results showed that these institutions emerge as a viable proposal to reduce the educational inequalities in the country, given their capillarity in the Brazilian territory, and also to promote education in a way that is linked with regional potentialities.

Danielle Pena de Oliveira and Laêda Bezerra Machado focus, in the text “**Social representations of consumption in school practices: an analysis of**

**the communication systems**”, on the consumption practices inside the school, through a study based on the Theory of Social Representations of Serge Moscovici, and takes as support for discussion the communication systems. The results revealed signs of propagation and propaganda systems in circulating discourses related to consumer education.

Jonis Manhães Sales Felipe presents, in the text “**Socioeconomic profile of students enrolled and attended by student assistance at the Instituto Federal Fluminense Campos-Centro**”, the results of a quantitative research on the profile of enrolled and selected students in the selective student assistance processes of the Federal Fluminense Institute, Brazil. The obtained data are discussed in view of recent academic productions about social policies and national data on poverty and unemployment.

Articles on homophobia and racism published on the G1 news site are the focus of the text “**Disputes for wills to truth on bodies in school: the phenotypical device of homophobia and racism**”, by Fulvio Cesar Garcia Severino. The author performs a discursive analysis of these articles from the perspective of “wills to truth” over the blacks’ and homosexuals’ body that built discursive struggles, displacing them from the norms as to underline their differences.

The text “**Concept of public school quality from the families’ point of view**”, by Maria Marcia Sigrist Malavasi, Manuela Terrasêca, Luana Ferrarotto, presents studies carried out in schools in Campinas/Brazil and Porto/Portugal, concerning the quality of the public school in the view of families. In both surveys, similarly, Brazilian and Portuguese families emphasized the importance of quality of teaching and the school-community relationship. The data obtained allow us to reflect on the vision of the families and their participation in the public school, in a sense of socially referenced quality construction.

In the text “**Macroinclusion and microexclusion on education context**”, by Ana Carolina Faustino, Amanda Queiroz Moura, Guilherme Henrique Gomes da Silva, João Luiz Muzinatti, and Ole Skovsmose, are elaborated the concepts of microexclusion, macroexclusion, microinclusion and macroinclusion, presenting examples of how such practices can manifest themselves in diverse environments, as well as in the school environment. In the view of the authors, the knowledge of these concepts allows the identification of microexclusion processes that are related to practices in the classroom, as well as it allows an analysis of the tensions that can occur in such environment.

In the text “**The project of Primary Education for All in Mozambique: 1975 a 1990**”, Octávio José Zimbico and José de Inocêncio Narciso Cossa show admission, schooling, completion and dropout rates in Primary Education (EP) to be below expectations between 1975 and 1990, at the same time as they seek to understand the behavior of school personnel in the EP, in light of the goal of the government plan that had defined the 1980s as the decade for eradicating illiteracy and “for the victory over underdevelopment.” The main findings reveal that political and economic factors have ended up jeopardizing the efforts to universalize the EP in the period, which coincides with the implementation of the project of building a socialist republic.

Karla Berenice Del Carpio, no texto “**La sociedad actual y la educación como derecho humano**”, reflete sobre a falta de inclusão e harmonia no sistema educativo e na escola as quais são reflexo da atual sociedade que se encontra fraturada

por problemas de violência, injustiça, conflitos políticos e sociais, entre outros. Tomando como exemplo uma escola do México a autora mostra que esses problemas também afetam as crianças e o tipo de educação que recebem, com forte impacto tanto entre crianças indígenas quanto em sua língua e cultura. Karla Berenice Del Carpio, in the text “**La sociedad actual y la educación como derecho humano**”, reflects on the lack of inclusion and harmony in the educational system and in school which are reflection of the present society that is fractured by problems of violence, injustice, political and social conflicts, among others. Taking the example of a Mexican school, the author shows that these problems also affect children and the type of education they receive, with a strong impact both among indigenous children and in their language and culture.

We invite you to read and share the texts and expect new contributions for publication.

Have a good reading!

*Carlos Roberto Massao Hayashi*  
*Editor*

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