

**EDUCATION AND SOCIETY: MOVEMENTS, PATHS AND CHALLENGES OF
SCIENTIFIC RESEARCH**

***EDUCAÇÃO E SOCIEDADE: MOVIMENTOS, PERCURSOS E DESAFIOS DA
PESQUISA CIENTÍFICA***

***EDUCACIÓN Y SOCIEDAD: MOVIMENTOS, CAMINOS Y DESAFÍOS DE LA
INVESTIGACIÓN CIENTÍFICA***



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This edition of *Plurais - Revista Multidisciplinar da UNEB*, features articles addressing ongoing demands, covering various themes within the field of education. These studies often draw upon research conducted in graduate programs in Brazil and other countries. The areas covered include curriculum studies, social movements and education, decolonial research, education in quilombola territories, ethnic-racial relations in education, distance and online education, remote and hybrid learning, digital inclusion in education, information and communication technologies, social technologies in smart cities, rural education using digital technologies, higher education for deaf students, mental health of teachers, intersectoral policies in education and health, culture of peace and school management training, teacher practices in environmental education, university extension, entrepreneurship and innovation, teacher training in pedagogy courses, education of youth under socio-educational measures, international policies, and adult education in spaces of deprivation and restriction of liberty, the experience of refugee students in Brazilian universities, construction of femininity in vocational and technological education, gender issues and audism in higher education, and gender and hierarchy in federal institutes.

The research is grounded in various theoretical and methodological frameworks and focuses on formal education in urban and rural areas, basic education, vocational and technological education, and higher education. The articles also feature contributions from researchers across different regions of Brazil, Latin American countries (Venezuela, Chile, and Argentina), and Europe (Spain). Specifically related to School and Educational Management, there are texts addressing management and public policies in primary, vocational, and higher education. The discussion on technologies encompasses distance education, digital inclusion, information and communication technologies, and social technologies in urban and rural settings.

The broad scope of this issue of *Plurais, Revista Multidisciplinar da UNEB*, reveals the complexity of studies in the field of education, both in specific and comprehensive forms. It also reflects the maturity of the journal's editorial line, entering a new phase aimed at pushing beyond previously explored boundaries and reaching new heights. Starting from this issue, the journal innovates its text layout in terms of design and makes them accessible via QR Code, in PDF and HTML formats, as well as in languages other than Portuguese, to facilitate dissemination of its content in non-Lusophone countries. Published continuously, the articles are not organized into thematic blocks. To aid reader comprehension, articles will be presented as summaries in the order of their publication.

We begin with an article from the northernmost region of Brazil, which focuses on quilombola school education, digital culture, education for ethnic-racial relations, and curricular decolonization. In their paper titled “*Hagáquê software: A pedagogical proposal to decolonize the curriculum at the José Bonifácio State Quilombola School in Macapá/AP*”, researchers Neliane Alves de Freitas and Piedade Lino Videira from the Federal University of Amapá introduce a proposal that uses digital culture to highlight Quilombo culture within the school curriculum. This initiative is aimed at teachers of Arts, History, Geography, Religious Education, and Literature subjects.

Also, in line with advances in social achievements, researcher Viviane Merlim Moraes from the Federal Fluminense University brings us the article “MST visibilization strategies: Education and collective identity”, which discusses the organization, educational conception, pedagogical principles, and philosophical principles of the Landless Workers' Movement (MST). In this context, it engages with the Movement's strategies to promote the work carried out by schools in settlements and camps in forming collective identities.

Milagros Elena Rodríguez, a researcher from the *Universidad de Oriente, Núcleo de Sucre*: Cumana, Sucre, Venezuela, presents a philosophical text titled “The Sensitive Trans-Philosophy of the Rhizome: Aplanetary-complex decolonial system”. The investigation is guided by a rhizomatic approach as an alternative to colonial research, traditional methods, and rhizomatic deconstruction. According to the author, learning to philosophize rhizomatically is a long and enriching journey, permeated by various aspects.

In a study titled “Education offered in the COVID-19 pandemic: How to nominate?”, Camila Lopes da Silva from the Federal Institute of Education, Science, and Technology of Bahia presents an article aiming to present the conceptual and methodological divergences and convergences of distance education, online education, remote teaching, and hybrid teaching. The study relied on books, documents on distance education, and scientific articles published from May 2020 to February 2022.

Rosane Barreto Ramos dos Santos, from the Foundation for Technical School Support (FAETEC), Rio de Janeiro, and Paulo Pires de Queiroz, from the Federal Fluminense University, through their paper “Pedagogical workshops: Teachers’ mental health promotion at school”, investigate political-pedagogical alternatives that may contribute to the well-being of FAETEC teachers. They aim to identify the demands and cases of psychological distress among teachers of the Foundation from 2017 to 2021.

In order to identify and discuss national academic productions on the perspective of culture and education for peace, with an emphasis on the training of educational managers, in the paper “Articulation of the culture of peace and school management: Contributions of a systematic review study”, researchers from Rio Grande do Sul, Dilce Brasil de Souza, Renata Hernandez Lindemann, and Crisna Bierhalz, from the Federal University of Pampa, together with André de Azambuja Maraschin, from the Southern Federal Institute, conducted an integrative systematic review on the Capes Periodicals Portal on the topic. Findings were organized into three categories: The materialization of violence in the school context; forming to transform: alternatives for tackling violence; and school management and family: reducing spaces of violence.

In an article titled “Linking and transfer university in Argentina: Evaluation of the impact of an extension program on local development from the perspective of entrepreneurship”, researchers from *Universidad Adventista del Plata: Libertador San Martin*, Ricardo Costa Caggy, Aldana Ayelén Kimel, Belén Leiva, and María Julia Gaioli Borgert, analyzed the impact of an extension program at a private and confessional university in Argentina focused on entrepreneurship development.

Antonio Anderson Brito do Nascimento, from the State University of Rio Grande do Norte, and Emerson Augusto de Medeiros, from the Federal Rural University of Semi-Arid, Mossoró, Rio Grande do Norte, in their article “Education of multivalent teachers in Pedagogy programs: What does the prescribed curriculum say?” analyze, based on the official curriculum dimension (the prescribed curriculum), how the formation of multi-subject teachers is situated in the Pedagogy degree programs at the State University of Rio Grande do Norte (UERN) and the Federal Rural University of Semi-Arid (UFERSA).

Researcher Renata Ovenhausen Albernaz, from the Federal University of Rio Grande do Sul, in an article titled “Intellectual Turns and Latin American Social Lucidity”, aims to analyze an intellectual movement that problematizes the process, "efficiency," and the externalities of research outcomes in applied social sciences in Latin America. To achieve this, she conducted bibliographic research on texts by prominent intellectuals of this movement, notably Latin American decolonial thinkers.

Miriam Estela Cardoso Dedoja, from the Social Work Foundation, and Gesilane de O. Maciel José, from the Federal Institute of Mato Grosso do Sul, respectively from the cities of Campo Grande and Coxim, Mato Grosso do Sul, address in their article “Educational perspective from the perspective of adolescents in compliance with socio-educational

measures” the fulfillment of socio-educational measures, fundamentally educational in nature, aimed at establishing an instrument of social control and security, while providing adolescents with the experience of new values and attitudes, aiming to establish a life project for them. In this sense, the study aims to analyze the educational perspective from the viewpoint of young people undergoing socio-educational measures.

In the article “Brazil, a country for all? The faces of hostility in the narratives of university student refugees”, Rosanne Machado Rollo, from the Federal University of Rio Grande do Sul, Camilo Darsie, from the University of Santa Cruz do Sul, Mateus Aparecido de Faria, from the René Rachou Institute, Oswaldo Cruz Foundation (FIOCRUZ), and Cristianne Maria Famer Rocha, from the Federal University of Rio Grande do Sul, analyze the formation of cultural differences experience and the acceptance difficulties faced by refugee students in a federal public university.

The authors of the article “Popular social struggles for quilombola territory and the agricultural issue”, Ramofly Bicalho, Guilherme Goretti Rodrigues, and Pedro Cley Sanches Macedo, from the Federal University of Rio de Janeiro and the Federal Institute of Education, Science, and Technology of Amapá, respectively, analyzed the challenges of the struggle for quilombola territory and the protagonism exercised by social movements, with a historical focus on the juridical-parliamentary coup process initiated in 2015. The authors depict the reality experienced by quilombos as dramatic, both due to the difficulties in the territory demarcation processes and in the situations of conflicts, inequalities, and injustices within the Brazilian agrarian issue.

With the aim of discussing “The production of the feminine in the Professional and Technological Education Environment”, researchers Marcia Helena Savaia Guimarães Rostas, from the Federal Institute of Education, Science and Technology of Southern Rio Grande, and Liliana Soares Ferreira, from the Federal University of Santa Maria, address the production of the feminine in the context of Professional and Technological Education, analyzing the construction of femininity in a space historically occupied by masculinity.

Paula Cabral, Maria Hermínia Lage Fernandes Laffin, and Violeta Acuña-Collado, the former two from the Federal University of Santa Catarina and the latter from the University of Playa Ancha, Chile, through the article “The influence of international policies on YAE in contexts of deprivation and liberty restriction: An analysis of Brazil and Chile”, present a comparative study on the influences of international policies, particularly those of UNESCO,

on Youth and Adult Education (YAE) in Spaces of Deprivation and Restriction of Freedom (EPRL) in Brazil and Chile.

Researchers Carlos Alberto Vasconcelos, Cleane Santos de Almeida, and João Victor Pereira dos Santos from the Federal University of Sergipe, in their article “Conceptions and Practices of Teachers of Basic Education in Brazil on Environmental Education”, consider Environmental Education (EE) as an educational proposal aimed at forming reflective, responsible, and active individuals in relation to socio-environmental changes. Their research aims to analyze the conceptions and practices of teachers regarding EE in Brazil.

In the article “Social movements, technology and digital inclusion: The urgency of a debate”, researchers Jefferson Luis da Silva Cardoso from the Federal Rural University of the Amazon and Rosângela Araújo Darwich from the University of Amazon, Pará, address the theme of Social Movements and their relationship with technology through education and digital inclusion. Their objective is to analyze, in the Brazilian academic production at *Stricto Sensu* level, the advances and challenges faced by social movements in pursuing digital inclusion.

Titled “ICT and ST in education: Towards new schools in smart cities”, Matheus Alexandre da Silva Camargo and Paula Magda da Silva Roma, both affiliated with the Federal Institute of Southern Minas, present a study aimed at identifying how Information and Communication Technologies (ICT) and Social Technology (TS) contribute to education in schools and smart cities. Considering that technology is often seen as a solution to social problems, this principle also applies to the educational context.

Carolina Aranha from the Federal University of Maranhão and Andreia Dalcin from the Federal University of Rio Grande do Sul, in their article “Articulations between teaching, research and extension: Connecting TD and Rural Education”, report on actions developed by the extension project “*Compartilhando Experiências com Tecnologias Digitais*”⁴ report on actions developed by the extension project “Sharing Experiences with Digital Technologies” and reflect on the evaluations made by participants in the project developed in partnership with social movements. Their aim is to highlight the history and actions of Family Centers for Training by Alternation in Maranhão. The actions described by the researchers were developed in an integrated manner and associated with the Field Education Internship of the Rural Education Degrees at the Federal University of Maranhão and the Teaching Internship of the

⁴ “Sharing Experiences with Digital Technologies”.

PhD in Education in Science and Mathematics of the Amazonian Network of Education in Science and Mathematics.

In the form of a Narrative Literature Review, researchers Lidiane Pereira Silva and Flávia Roldan Viana from the Federal University of Rio Grande do Norte present, in their article titled “Use of digital technologies in the training of deaf students in higher education: A literature review”, the results of an analysis conducted on ten academic productions on the topic, available in the BDTD, SciELO, and CAPES Portal databases, published between 2011 and 2021.

Zelânia do Carmo Silva and Benedito Gonçalves Eugênio from the State University of Southwest Bahia, in their article titled “Discursive articulations and educational meanings for ethnic-racial relations in basic education”, analyze the curricular policy of education for ethnic-racial relations. Based on Laclau and Mouffe's Discourse Theory and Ball's Policy Cycle, the researchers employ categories from Post-structuralist and Post-foundationalist perspectives as theoretical frameworks. They argue in favor of a discursive theory of curriculum that conceives the latter as an arena of struggle, interpreting curricular policy as a battle for its meaning, resulting from articulations of demands that aim to universalize particular meanings.

Researcher Carlos Roberto de Oliveira Lima from the Federal University of Mato Grosso do Sul presents an article titled “Being a woman and deaf in a higher-level course: Audism and gender in debate”, addressing the compelling theme of the intersection of audist and gender-based violence marks, as forms of oppression against deaf women, focusing on the discourse of a deaf academic in an undergraduate program at a Public University.

In the article “Hierarchical segregation in the federal network of professional, scientific and technological education”, based on data from the Nilo Peçanha Platform, Catia Brito dos Santos Nunes from the Bahiano Institute of Education, Science and Technology, Jorge García Marín from the University of Santiago de Compostela, and João Diógenes Ferreira dos Santos from the State University of Southwest Bahia, analyze gender inequality, specifically through the mechanism of hierarchical or vertical segregation in the occupation of leadership positions within the Federal Network of Professional, Scientific and Technological Education.

Bethânia Maria Gonçalves Klier, Ciro Meneses Santos, and Andreia Teixeira de Oliveira Santos from the Federal University of Vales do Jequitinhonha and Mucuri contributed to the article “Preparation of the entrepreneurial education program: case study in a municipal school in the city of Teófilo Otoni/MG”, evaluating an entrepreneurship and innovation experience at Sister Maria Amália Municipal School in Teófilo Otoni-MG. The results served

as the basis for developing an entrepreneurial education program for the municipal network of this Minas Gerais city. The authors emphasize the importance of entrepreneurial education for societal development by positively contributing to youth opportunities.

In the article “The health at school program (PSE) in the state of Pernambuco: from the characterization of the scenario to the effectiveness of the policy in the municipalities”, Wellington Lins de Souza from Uninovo University and Vilde Gomes de Menezes and Thiago Rodrigo Fernandes da Silva Santos from the Federal University of Pernambuco discuss interdisciplinary Education and Health policies, focusing on actions within the PSE framework. The researchers present findings indicating that the education sector in Pernambuco is adversely affected by the program's actions, while proposing solutions to overcome issues stemming from the poor implementation of PSE as an interdisciplinary public policy concerning education.

Therefore, we invite everyone to read these articles, offering a journey through different research topics, theoretical approaches, and methodologies brought to us by authors who entrusted their manuscripts to *Plurais – Revista Multidisciplinar da UNEB*, for which we express our gratitude. We also take this opportunity to thank the peer reviewers, evaluators, editors, and other contributors who generously and competently contributed to the assessment and improvement of the manuscripts. Their dedicated work and suggestions were essential in enhancing the quality of the texts, allowing us to provide high-quality production to the academic community.

Have a good read!

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