

PRESENTATION: CHALLENGES FOR EDUCATION IN 2021¹MORETTI, Cheron Zanini² DARSIE, Camilo³ 

Certainly, we did not use much of our creativity at the moment in which we selected a title for this presentation, the expression “challenges for 2021”. Predicting and pointing out that new stages imply challenges, especially in the new year, in which common actions for many of us, even in everyday situations. Let's look, for example, at the famous “New Year's promises” that motivate us to envision changes (as a real wish!) And, after the transition from December to January, as imagined, they become great “challenges”, in some cases, simple tasks. We can also say that the misfortunes of life, make disputes appear and those need to be won or reviewed in shorter periods, such as diets that are started every Monday and when the following Sunday arrives, generally, they need to be reactivated with phrases like “I'll start tomorrow morning”. Still, let's not forget about small challenges, which seem to have the ability to make small spaces of time an eternity. A good way to explain that argument may be the idea to remain without seeing the cellphone for at least 60 minutes (who dare to do it?)

That's why, maybe we can think that what we understand as challenges, goes beyond its goals, they are also stimuli that are kept alive in our minds and routines. It's that cooperation that motivates us not to transform them into something forgotten or defeated. In this way, we understand that Reflexão e Ação's title presented in this first edition of 2021, is a bit creative, it's shown as a honest and bold proposal.

The previous edition's presentation, we highlight that 2020 was a year of "destruction and buildings in Education", full of "challenges" that went from the appearance of Covid-19, to the (dis) credit of scientific institutions (DARSIE and MORETTI, 2020). In this context, the end-of-the-year plans were transformed according to the situations that forced most of the world's population to reorient their paths. In Brazil, a large part of the schools had their routines and didactic practices radically transformed, making the social and structural problems become the protagonists in the Basic Education field. In the same direction, the Universities, already tired by previous problems, were deployed in discussions and actions about the strategies capable of considering the demands of their students, professors, researchers, and the communities. In the case of other educational media, such as the media, a lot of fake news, ideological duels, facts about the economy and about the pandemic, manifestations of different social actors, among others, created a complex web of ways of seeing-being in the world that, in many cases, destabilized, even the undisputed

¹ This text is a translated and revised version of the article “*Apresentação: desafios para 2021 na Educação*” from Camilo Darsie and Cheron Zanini Moretti. The revision and translation of this text, were made by Sandra Barzallo, Master's degree on Education student.

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importance of Education. In short, real challenges made time producing a "new" stage that tends to last more than 365 days.

Therefore, we believe that the destruction and buildings of 2020, due to their intensities and developments, will accompany us for a long period during 2021 that way, we will continue to confront them and transform them into opportunities and/or learnings. Here, we highlight the authenticity of the title since many and great challenges already exist for 2021. In another direction, we understand that its audacity is found in the fact that despite the old difficulties, new tensions, and surprises will remain. And opportunities that will be added, making the necessity for new confrontations will emerge.

This way, we support these confrontations to unite us in something that resembles what Judith Butler (2019) calls "alliance". According to her proposal, based on her discussions related to the "Queer" theory, subjects in a precarious situation (which is a politically constructed condition) need to ally, even though they are part of different minority groups, so they can guarantee ways of living a life more "livable", that is, minimally dignified. Academia and Science - all over the world, but especially in Brazil, in the field of the humanities - face a kind of precariousness, politically instituted, which can become drastically decisive regarding to the future knowledge and the work conditions of those they represent and by whom they are represented.

Given that, we suggest that in our research field, Reflection, and Practice - Education - our investigative movements, to give voices to the most diverse people and causes and to represent ourselves as professionals who investigate and act, through many human, thematic and analytical differences, help to bring us closer as an alliance of resistance. In our opinion, one of the media that enhance such approaches are spaces like these, and many other newspapers. It is the dissemination, circulation and discussion of implicated, serious, and diversified works that multiply those effects that we consider positive and that strengthen us as an Education area.

Thus, we open the first Reflexão e Ação issue of volume 29 with an article on a study that aims to understand the student's vision about the virtualization of teaching in times of COVID-19, in a course of master's degrees in the health area. Karla Angélica Silva do Nascimento, Deodato Narciso de Oliveira Castro Neto and Julio César Couto Bem Siqueira Telles, all linked to the Centro Universitário Christus (Unichristus), sign the article entitled "The virtualization of health education during Covid-19", originally published in English.

Next, you will be able to read the article " School learning in cyberspace: disputes revealed by students from junior high school" by Diane Schlieck and Martha Kaschny Borges, both from the Universidade do Estado de Santa Catarina (Udesc). In this article, the authors analyze the controversies revealed by Elementary School students, based on the associations they make in cyberspace related to their school learning.

"Epistemological approaches of diversity and subjects represented in educational research", an article by Amarildo Inácio dos Santos, a researcher at the Universidade Federal da Bahia (UFBA), presents an analysis of articles in 20 newspapers to answer the following question: What epistemological lines hold debates about diversity in education and which subjects of diversity are represented? According to the author, most of the articles discuss ways to combat violence and

exclusion, but diversity is little problematized as a production of identity that produces power effects.

Cyntia Simioni França, from the Universidade do Estado de Paraná (UNESPAR), presents an article on a training project on ethnic-racial relations, carried out by the university, with teachers from a public school, in the state of Paraná. The author concludes that, despite the contractions of capitalist modernity, it is possible to operate through the gaps of hegemonic thought so that other human relations are built in the present, and racism along with the myth of racial democracy are overcome. The article is entitled: "The organization of a training project for teachers: education of racial and ethnical relationships"

After reading the first article, the reader will have contact with the one entitled "Gender, power and education relations: a poststructuralist perspective". Which is authored by Eleazar Venancio Carrias, researcher at the Instituto Federal de Educação, Ciência e Tecnologia do Pará (IFPA) and Inês Maria Marques Zanforlin Pires de Almeida, from the Universidade de Brasília (UnB). Both understand that institutionalized education is inserted in a context of emergence of a new cultural and social identities. For this reason, they understand gender relations as power relations, and relate schooling processes to the construction / constitution of gender identities.

Ivana dos Santos Teixeira, Rosane Machado Rollo and Cristianne Maria Famer Rocha, all researchers from the Federal Universidade Federal do Rio Grande do Sul (UFGRS), in the article "A pluricultural dialogue with immigrant women about health access" analyze the circumstances that will lead immigrant women to use health services in Porto Alegre. With that, understand how easy and difficult the experience regarding the access to the health system is.

Next, you will learn more about the educational experience of the Landless Rural Workers Movement (MST) through the article "Cycles, times, and educational spaces in a pedagogical proposal of the mst's (landless worker's movement) itinerant schools". Which is authored by Alessandro Santos Mariano, researcher at the Universidade Estadual de Campinas (UNICAMP) and Marcos Gehrke from the Universidade Estadual do Centro-Oeste (Unicentro). The authors set out to analyze the Itinerant Schools of Paraná pedagogy that function in camps of landless families, in their different levels of education, articulating student's life, work and self-organization.

" Professional training in mathematics in pedagogy: the university-school relationship as a training path" by Maria Alves de Azerêdo, Universidade Federal da Paraíba (UFPB) discusses the possibilities of graduating in teaching Mathematics, in a Pedagogy career, through a project directed towards the degree. This is a qualitative research, in which a report of a didactic sequence on multiplication is analyzed, in a fifth-year class and the data is collected from a questionnaire applied to the graduates.

In "Appropri[action]: on the sparks triggered by encounters with filmic images, writings and teaching...", Vivien Kelling Cardonetti, Francieli Regina Garlet and Marilda Oliveira de Oliveira, Universidade Federal de Santa Maria (UFSM) seek to experience flux thoughts in relation to teaching, (written and images) produced in an educational experience, in the process of appropriation of three filmic images; and action undertaken appropriation in writing. The cartographic research is the perspective that led the authors to invest in transversal lines to the

following problem: How can the appropriation movements give to teaching and to education other possibilities of existence?

Angelo Cid Neto, researcher at the Instituto de Educação de Lisboa, is the author of "For a common creation: a socio-constructive perspective for coreography in education". In this article, Cid Neto places the teaching-learning processes in dialogue with the processes of choreographic creation in educational contexts, seeking to understand how culture is part of education and how collaboration can be a fundamental aspect in artistic creation in an educational context.

Next, you can read the article entitled "The process of inclusion as a policy for the Brazilian professional education" and authored by Beatris Gattermann, researcher at the Instituto Federal de Educação, Ciência e Tecnologia Farroupilha (IFFAR) and Leandra Boer Possa, from the Universidade Federal de Santa Maria (UFSM). Problematicized the speech that give movement to the professional education reform in Brazil, the policies of inclusion of young people in middle-level professional education and the strategies of permanence and learning that are producing other ways of saying about the student in a situation of non-learning are also problematicized. The project takes as a reference the educational space of a Instituto Federal de Educación del estado de Rio Grande do Sul and as a grid of analysis the practices of government, the notion of norm and normality curve, present in the studies of Michel Foucault.

Carlos Soares Barbosa, Universidade do Estado do Rio de Janeiro (UERJ) is the author of "Teaching organizations during the highschool reform: analysis of the positioning of ANFOPE (national association for the training of education professionals) and CNTE (national confederation of education workers)". In this article, Barbosa analyzes the national association political position of the education professionals training and of the national confederation of workers in education as well as the reform of Secondary Education and the Common National Curriculum Base. It is the result of documentary research, based on the documents produced by the same organizations between 2016 and 2018.

Then, in "Freire's conceptions on education in contemporary times: emerging challenges", the researchers from Universidade do Oeste de Santa Catarina (Unoesc), Mônica Tessaro, Fernanda dos Santos Paulo and Maria Teresa Ceron Trevisol analyze the contributions of Freirean pedagogy for understanding current challenges in the area of education. According to the authors, Freire presents us with some principles of resistance: i) dialogue as a way of an emancipating and humanizing education; and ii) school education itself, with the objective of raising awareness among men and women, through pedagogical practices based on cooperation and communion between subjects.

Daianny Madalena Costa, researcher at the Universidade do Vale do Rio dos Sinos (Unisinos) is the author of "The political-pedagogical project - considerations regarding the management for school autonomy". The article is the result of a participatory research, through the analysis of documents and interviews with the management teams of three municipal schools in which some complexities were discussed between themselves and the Secretaria Municipal de Educación (SMED). The participating subjects conclude that the PPP potentiates the idea of a management when it is carried out collectively and built between the members of the schools and the SMED.

Following the critical perspective of the two preceding articles, “Seeking another rationality”, an article authored by Munir Jorge Felício, researcher at the UNESCO Chair of Education in the Field and Territorial Development, and by Paulo Roberto Rosa, from the do Instituto Federal de Educação, Ciência e Tecnologia de São Paulo (IFSP), look for alternatives to economic rationality, even knowing of its hegemony and coverage. To build another rationality, the emancipatory alternatives of the Global South point to the possibility of living and producing life in a different way, facing the new forms of domination. This "other rationality", as the authors are constituted in a continuous and procedural confrontation from which new knowledge and new identities are constructed, are modified, and replaced.

Concluded the section of articles about continuous flow, the magazine *Reflexão e Ação* presents the review entitled "Statistics for the Initial Years of Primary Education" authored by Flácia Pereira Righi, the Universidade Franciscana (UFN) and Enio Freire de Paula, from Instituto Federal de Educação, Ciência e Tecnologia de São Paulo, Campus de Presidente Epitácio - IFSP / PEP. The authors present and comment on the work "Statistics for the Initial Years of Elementary Education" published by the Brazilian Society of Mathematical Education, in 2017, and organized by Irene Cazorla, Sandra Magina, Verônica Gitiran and Gilda Guimarães in e-book format.

To close the first issue of 2021, the magazine *Reflexão e Ação* publishes an interview with Alfredo Veiga-Neto, one of the most important critics on Michel Foucault, conducted by Mozart Linhares, coordinator of the Observatory of Education and Biopolitics (OEBio), an action of the Identity and Difference in Education Research Group, linked to the UNISC Graduate Program in Education. In the introduction to the interview, Linhares highlights that “Alfredo Veiga-Neto talks to us about the appropriation of the philosopher’s work, the importance of Foucault in research in Education and comments on the criticisms that are commonly made to the so-called post-structuralist thinkers, and says in this regard to the problematization of the truth, which would be equipping at present, the anti-science and anti-intellectual narratives, belonging to the post-truth”. Thus, based on what was said by Mozart Linhares, we invite everyone to see this fruitful dialogue with Veiga-Neto

Finally, taking into account this interesting and diversified collection of material, we hope that reading the texts will be helpful and useful. We take the opportunity, even more, to thank the authors, workers, and other people involved for carrying out one more edition.

Reflexão e Ação will be committed, in 2021, to overcome the numerous challenges for its qualification, in an alliance with everyone who defends Education and Science.

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