

PRESENTATION: EDUCATION AND THE MULTIPLE DIMENSIONS OF THE WORLD-SYSTEM CRISIS

MORETTI, Cheron Zanini¹ 

DARSIE, Camilo² 

In recent years, Education has focused on discussions related to multiple dimensions of the world-system crisis. The first “Reflexão e Ação” issue in 2022 reflects this aspect by the thematic approaches presented by each of the selected articles. They start from the popular experiences and educational practices of public-school teachers as alternatives to the present time educational problems.

The systemic crisis intensified the teaching work exploitation, the loss of social and social security rights of the category, increased the concentration of wealth produced in the country, explained the social and epistemic injustice through the absence or limitation of access to mobile data and internet, both to teachers and students. Finally, the crisis has further limited access to knowledge already produced, and it has been even harder to produce new ones.

According to INEP (2022), there was a 1.3% reduction in total enrollment in Brazilian basic education; from 2020 to 2021, the country lost about 627 thousand students. The general data from the School Census show a downward trend, whose crisis effects had a marked impact on early childhood education and young and adult education³. It is important to mention that we have been noticing Science disinvestments, Technology and Education in recent years. The Ministry of Education has been one of the government portfolios most affected by the current government ultraliberalism. At the end of January 2022, the Annual Budget Law was enacted with a reduction of R\$739.9 million⁴. A significant part of the cuts, around R\$499 million, are linked to the National Fund for the Development of Education – FNDE, the agency responsible for implementing educational policies, on the edge of reaching the National Education Plan – PNE 20 goals. In addition, the National Council for Scientific and Technological Development - CNPq had R\$ 859 thousand vetoed from the budget, as well as Fiocruz, one of the largest research institutions in Latin America and one of those responsible for immunization against Covid-19; in this case, the cut was in the amount of R\$ 11 million.

Hence, in this context, we have gathered 15 articles and a review. The reader can consider its organization in three thematic blocks: in the first of them, the authors present articles that relate theoretical and practical aspects of/about Popular Education; in the second block, we gathered articles that present different themes and whose approach is identified with epistemological and methodological aspects of Paulo Freire; and, finally, a block with articles that are focused on teaching-learning and evaluation, in different contexts and subjects.

¹ Universidade de Santa Cruz do Sul - UNISC – Santa Cruz do Sul – Rio Grande do Sul – Brasil.

² Universidade de Santa Cruz do Sul - UNISC – Santa Cruz do Sul – Rio Grande do Sul – Brasil.

³ For further information in Portuguese: BRASIL. Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira (Inep). Censo da Educação Básica 2021: notas estatísticas. Brasília, DF: Inep, 2022

⁴ Go to: <https://www.bbc.com/portuguese/brasil-60233189>

The first article is authored by Andrea Francine Batista and Maurício César Vitória Fagundes, both researchers at the Universidade Federal do Paraná - UFPR/Setor Litoral. Entitled **Popular Education and Emancipation Processes**, the authors analyze aspects that can contribute to a Popular Education inventory of experiences from Paulo Freire's premises and thoughts, from the (re)democratization process to the present. To do so, they recover their foundations, their main experiences, and their articulation with popular struggles of that time.

Then, already based on the previous text, the reader can get in touch with the idea of popular propositional resistance. Gercina Santana Novais and Tiago Zanguêta de Souza, researchers at the Universidade de Uberaba, analyze the "Framework of Popular Education for Public Policies", highlighting elements and contradictions related to educational policies elaboration, developed in periods that preceded the 2018 presidential election. The article Proactive popular resistance: in times of frame of references and disputes for another education announces oppositions to education for the subordination of popular classes as a public education policy and the strengthening of the agenda of commodification of knowledge and abandonment of the public, secular character, free and social of public educational institutions, because of the polls regarding the choice of the president of Brazil for the period from 2019 to 2022.

The third article available in this issue of *Reflexão e Ação* is entitled **The Daisies: germinating an experience of cooperative women anchored in popular education** and is authored by Joanne Cristina Pedro, Sandro de Castro Pitano and Nilda Stecanela, researchers at the Universidade de Caxias do Sul. From a popular educational experience, it is anchored as action research as a mobilizing assumption and as a political and pedagogical action, to analyze the "*Popular Soap Shop Las Margaritas*" in the light of Freirean thought-action: autonomy, liberation, and empowerment, as well as elements and factors that encourage its implementation, implied in popular participation and collective knowledge sharing.

Paulo Freire and Popular Education: decolonizing praxis in neoconservative times by Fabiana Rodrigues de Sousa and Valéria Oliveira de Vasconcelos, both linked to the Centro Universitário Salesiano de São Paulo – UNISAL, reflects on the possibilities of decolonizing readings in Higher Education, articulated to the principles of Popular Education. Method, the authors rely on the emergence and problematization of generating themes such as coloniality of power, cultural invasion, critical consciousness, resistance, and utopia. And, finally, they point out the feasibility of assuming insubmission and resistance, in front of setbacks experienced in our country, as a collective banner in the fight against fascism and all forms of oppression.

Empowered by previous readings, we recommend the article by Kátia Luzia Soares Oliveira, from the Instituto Federal de Educação, Ciência e Tecnologia da Bahia, and by Gracy Kelly Andrade Pignata Oliveira, Universidade Federal do Oeste da Bahia. Entitled **Freirean education through the lenses of anticolonialism and post-colonial and decolonial studies**, the text argues in favor of the perspective of education proposed by Paulo Freire and suggests that his works must be revisited through the prism of postcolonial and decolonial criticism. To do so, they approach Freire's theoretical perspective and postcolonial and decolonial criticism from the emphasis of Libertarian Education and the proposal of a [des]decolonial Pedagogy.

The sixth article is signed by Carla Luz Salaibb Dotta, from the Universidade Estadual de Rio Grande do Sul and Elisete Enir Bernardi Garcia, from the Universidade Federal do Rio Grande do Sul – UFRGS. The article **Pedagogic Letters: A Freirean inspiration** presents trajectories taken by Youth and Adult Education students - EJA to access to Higher Education based on Paulo Freire's concept of dialogicity.

Rural Extension: Paulo Freire's perspectives, article by Thelmely Torres-Rego, from the Universidade Federal da Fronteira Sul – UFFS, relates aspects of Paulo Freire's educational perspective incorporated into the agronomist-educator work. Establishes a relationship between the practices of non-governmental organizations linked to the National Agroecology Articulation. The reflection basis is the work Extension or communication? in which Freire analyzes the problem of communication between the peasant and the rural professional extension.

The following article is entitled **the role of technology in Education in pandemic times: conceptions about Paulo Freire's legacy**. Antongnioni Pereira Melo, Nelson Adriano Ferreira de Vasconcelos and João César da Fonseca Neto, researchers at the Universidade Católica de Brasília, analyze Brazilian education in times of Covid-19, the use and fetish of information and communication technologies (ICTs) considering the categories of oppression and exclusion, present in the work of Paulo Freire. This is a bibliographic and exploratory research. The authors offer reflections from the theme “inconclusions”, with a view to new epistemological incursions.

Education and pandemic: the perception of teachers from Lauro Barreira State School is the ninth article in this issue of the Journal. Its theme is the challenges arising from the Covid-19 pandemic and its reverberations in the various contexts in education. In other words, they focus on the teachers' perception from a school in the municipality of Santa Cruz das Palmeiras-SP about the impacts of Covid-19 pandemic on their professional practice. This is descriptive qualitative research. The results show that the current pandemic scenario has impacted teachers in three spheres: psychological, technological and financial/temporal. This article is authored by Ueliton André dos Santos Silva, Universidade do Estado da Bahia and Tiago Roberto Alves Teixeira, Durham University, United Kingdom.

Edson Manoel dos Santos and Valéria Trigueiro Santos Adinolfi, Instituto Federal de Educação, Ciência e Tecnologia de São Paulo – IFSP are authors of the article **The School Health Program and its relations with the National Curricular Common Base**. From the content analysis, they identified the categories health, illness, health promotion, well-being, and food in the BNCC. They concluded that there are many relationships between the PSE and the BNCC with the potential to foster partnerships that result in individual and collective health care for students and that generate meaningful learning.

Then the reader meets the text by Arawaje Waiana Apalai, Angela do Céu Ubaiara Brito and Elivaldo Serrão Custódio, researchers linked to the Universidade Federal do Amapá. **The game of indigenous children in Pará: a look at the narratives and experiences of the Aparai people**, it is possible to understand how children play in the Bona tribe and the types of games produced in childhood. This is a qualitative research through oral history, bibliographic analysis, and interviews with indigenous Aparai children. The results indicate that these children's games are closely linked

to the elements of nature, focused on the daily work of adults that enchants them and encourages the imagination in the construction of local culture.

The twelfth article is entitled **Environmental Education in Philosophy Teaching** is authored by José Lacerda Cavalcante Lacerda Junior, from the Instituto Federal do Amazonas – IFAM. He analyzes the Environmental Education process in the teaching of Philosophy. The investigation was configured in an exploratory approach and its methodological strategy consisted of a literature review, a semi-structured questionnaire and conversation rounds. The data were analyzed qualitatively and, in their results, indicate the relevance of the students' participation in the construction of learning, which promotes the formation of autonomous and critical students in relation to environmental issues.

By understanding the meaning of performance and professing, worked mainly by philosophers such as Derrida and Gusdorf, the article **Teaching performances: knowledge river displacements in embedded praxis** rehearses possibilities of displacing the teacher's conception of Knowledge as an object, subject to be transferred, for that conception as an incorporated praxis, manifested in gestures and constituted in the relationship between teachers and students. Based on Critical-Performative Pedagogy and performance studies, Pedro Luis Braga, from the Instituto Federal do Norte de Minas Gerais, Soraia Chung Soraia and Ana Cristina Zimmermann, both from Universidade do São Paulo, understand that teaching is a performance of knowledge that constitutes the non-transferable personality, inherent to the subjectivation processes.

Then, we suggest reading the article signed by Maristani Polidori Zamperetti and Laura Sacco dos Anjos Torres, researchers at the Universidade federal de Pelotas. **Visuality and visibility in educational practices: (per)courses for the critical understanding of images** starts from the understanding that in contemporary society, it has become impossible to disregard functions assumed by images (delight, entertain, commercialize), correlated with transformations in the ways of perceiving the dimensions of time and space, in which identity issues are imbricated. Hence, in the article, the authors point out the importance of art/educational propositions in the sense of providing experiences that lead to meaningful experiences, expanding potential for a comprehensive and contextualized view. So, they investigated the aspects of visuality regarding the imaginary of consumption, which were persistent in the students' speeches in the sixth semester of Pedagogy. The results show that students establish relationships between visual culture and their experiences, questioning themselves about their relevance in the creation of paradigms that would interfere in their teaching practice.

We also publish the article by Valderéz Marina do Rosário Lima, a researcher at the Pontifícia Universidade Católica do Rio Grande do Sul. The article **Evaluation of Learning: the question of future teachers as protagonists of the process**, focuses on the dimension of learning assessment from a mandatory unit in the curriculum built by three elements of pedagogy; learning, teaching, and assessment - during a unit entitled Didactics, at a private university, located in southern Brazil. The analysis performed resulted in three final categories: evaluation principles and concepts; Management of the evaluation process; Assessment in specific groups. Discursive Textual Analysis was the analysis method for this research work.

To conclude v.30, n.1 (2022) of *Reflexão e Ação* Magazine, we provide a book review **Research in Education: Methods and Epistemologies** by Silvio Sánchez Gamboa (2014) which, according to Tássia Fernandes Ferreira, Isabel Maria Sabino De Farias and Silvia Maria Nóbrega-Therrien, Universidade Estadual do Ceará, is “an essay that allows the reader to examine into the epistemological and philosophical issues that are definitely present in the universe of research in education (...) to all researchers who, in the practice of their investigations, seek a broad understanding of the rich and pleasurable exercise of knowledge production”.

As *Reflexão e Ação* magazine editor, we wish that this year arrives with good news, achievements, and justice for the Education Area.

Happy Reading to all!

Cheron Zanini Moretti

Doctor in Education at the University of Vale do Rio dos Sinos / UNISINOS; She was a CNPq fellow during the entire course (2010-2014) where she created the research group named: Pedagogical Mediations and Citizenship. She has a master's degree in Education (2008) and a degree in History (2005), from the same university. She did an internship for her doctorate abroad, at Facultad de Filosofía y Letras, de la Universidad Nacional Autónoma de México (UNAM) with a grant from the CAPES / PDSE program (2012). Recently, she completed his post-doctorate in Education with a CNPq / PDJ scholarship. Professor in the Graduate Program in Education at Universidade de Santa Cruz do Sul / UNISC, in the research line: Education, Work and Emancipation and in the Department of Sciences, Humanity and Education. Coordinates the research group known as: Popular Education, Participatory Methodologies and Decolonial Studies (CNPq). And Observatorio de la Educación de Campo del Valle del Rio Pardo (ObservaEduCampoVRP). She has been concerned with investigating issues related to Latin America, such as: Popular Education, Alternatives, and pedagogical ideas, (Un) Coloniality of knowledge and Insurgency as an educational principle, having as a reference participatory research in methodological processes. Editor-in-chief of the *Reflexão e Ação* Magazine (A4).

Camilo Darsie

Permanent professor of the Postgraduate Program in Education, in the Research line: Education, Culture and Production of Subjects, at Universidade de Santa Cruz do Sul. UNISC. Coordinator of the Collective Health Internship and Professor at the Medicine Faculty. Research group leader on Public Policies, Inclusion, and Production of Subjects (PPIPS) and *Revista Reflexão e Ação* managing editor at PPGedu at the same institution. Doctor in Education from the Federal University of Rio Grande do Sul, he did an university doctoral exchange at The University of Minnesota (USA), completed his Post-doctorate in Collective Health at the Federal University of Rio Grande do Sul. He develops research in the areas of Education, Health and Geography.

How to cite this document:

MORETTI, Cheron Zanini; DARSIE, Camilo. PRESENTATION: EDUCATION AND THE MULTIPLE DIMENSIONS OF THE WORLD-SYSTEM CRISIS. **Reflexão e Ação**, Santa Cruz do Sul, v. 30, n. 1, p. 01-06, jan. 2022. ISSN 1982-9949. Accessed in:_____. doi: 10.17058/rea.v30i1.17459.