

Editorial¹

The second quarter of 2019 was marked in Brazil by significant cuts in scholarship programs from postgraduate programs and the funding resources from the federal government for Universities, actions that directly impact on the production of scientific knowledge. This situation led to the reaction of the civil society through demonstrations in cities of all the states of the country, which counted on the massive participation of students and professors. Apparently, this will be a necessary battle to face and will not have easy resolution in the short term. As editorial team of the journal, we follow the dissemination of scientific production in the area of Education and we are clear about the importance of public Universities in this process. It seems to us that, at this moment, the union and resistance of the scientific community are fundamental instruments for the defense of education and science.

2019 is the year in which the Educational Sciences Center of Federal University of Santa Catarina (UFSC) commemorates its 50th anniversary. The *Perspectiva* and the Publications Center (NUP) have participated in this history for 36 years, contributing to disseminate the knowledge produced by the university community of the Education Center (CED). We have much to celebrate for this trajectory!

From June 12th to 14th, the I National Congress of Periodicals Editors in Education (I CONEPED) took place in Florianópolis - an event promoted by the Forum of Periodicals Editors in Education (FEPAE) of the National Association of Research and Post-Graduation in Education (ANPED). The editors of the *Perspectiva* Journal participated in the debates held in the Congress, among which are: the changes in relation to the evaluation of periodicals by Coordination of Improvement of Higher Personnel (CAPES); the participation of periodicals in international indexes, especially those with open access; the implementation of continuous publication in periodicals. We emphasize the importance of the initiative of ANPED for the exchange experiences between the editors, with a view to the consolidation and improvement of the journals.

In the second issue of the *Perspectiva* Journal in 2019, we have the dossier organized by the professors of the Federal University of Santa Catarina Alison Antônio Paim and Joana Célia Passos, which was entitled **The decolonization of research in**

Education: African, Afro-Brazilian and indigenous cultures. In addition to the thematic dossier, this number has also articles of continuous demand, presented below.

In the article **The paradoxes of "school management" and the movement of despolitization in the Brazilian school: a reading to the national newspapers of the education area in the years of 1990 to 2000**, the authors Adreana Dulcina Platt, Bruna Silva Duarte, Sílvia Ancízar Sanches Gamboa and Frederico Augusto Garcia Fernandes analyze articles available in the Scielo database, from 1990 to 2000, using the descriptors "School Management" / "Educational Management" and / or "Democratic Management in School" as a selection criterion. The authors highlight the paradox between the discourse of scientific management, present in the articles, and the search for a theoretical foundation based on the historical-critical and dialectical materialist approach.

Leandro Rogério Pinheiro discusses the use of images and narratives in investigations about belonging in contexts of urban periphery, through the production of photographs by the research subjects in the article **A path between images and narratives: methodological reflections from research in urban peripheries**. The author recovers experiences of interlocution in socially vulnerable locations in Porto Alegre / RS.

The training of teachers is the theme of the article **Notes for Teacher's Education in the Ethical-Political Perspective and Philosophy of Praxis**, by Roberto Francisco de Carvalho and Deise Mancebo. Based on the concept of Gramsci's education, the authors articulate the discussion of teacher education to society concepts, man, knowledge and politics.

Essay, otherness and experience: the literary writing at school, by Raquel Leão Luz and Rosa Maria Bueno Fischer, deals with the production of literary texts in the school space. Based on theoreticians such as Foucault, Deleuze, Skliar and Agamben, among others, the authors problematize the ways in which different experiments with the literature can be powerful in sensitizing teachers and students in everyday work with the word.

Simone Genske, Ana Paula Cerutti and Rita Buzzi Rausch analyze approaches and distances in the continuing education of elementary school teachers in three municipal teaching networks in the state of Santa Catarina in the article **Teachers' continuing education: similarities and dissimilarities among the teaching networks of Blumenau, Gaspar and Timbó**. Based on interviews with those responsible for the ongoing training of municipal education departments, as well as documentary analysis, the authors identify approaches such as: elaboration of curricular proposals in partnership with universities; format of continuing education and

continuing education inserted in the curricular proposal of the municipality. The differences are related, among other aspects, to the specificities of each of the networks in the referral of the funding actions of the continuing training.

The social representations of school success of students from public schools, enrolled in courses of high selectivity of the Federal University of Pernambuco (UFPE), such as Medicine, Civil Engineering, Law and Automation Engineering, are the focus of the article **School success: social representations of low-income university teachers linked to high-selective courses**, by Laeda Bezerra Machado and Williany Fênix de Souza Silva. The results of the research indicate social representations of school success built on the basis of own merit, mediated by the public school.

Also from a research carried out at a university in the northeast of Brazil, the article **Compared Quality of Life: students from public and private school**, written by Lia Machado Fiuza Fialho, aimed to comparing the quality of children's lives in the context of two schools in the city from Fortaleza, a public and a private one, from the perspective of the child and correlate it with his school performance.

The article **Strategies to reduce dropouts in the basic and higher education**, written by Paulo Fossatti and Hildegard Susana Jung, discusses strategies of good practices for the permanence of students in university. The authors conclude that only with effective public policies in education it would be possible to guarantee better rates, percentages and higher added value, tangible and intangible in the educational sphere.

The last article of this number, titled **Writing in pre-service teacher education: tradition and innovation in portuguese teaching**, by Emerson Pietri, aims to know the effects that competing conceptions of language and the teaching of Portuguese language produce in the initial training of teachers.

We wish you all a good reading!

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