

Editorial

Internalization policies in education: multidimensional perspectives

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Space globalizes but is not global in its entirety, but rather as a metaphor. All places are global, yet there is no global space. What truly globalizes are people (Milton Santos, 1993).

Internationalization, globalization, and mondialization are analytical categories that encompass complexities, singularities, and similarities. The epigraph above, drawn from the writings of the notable Brazilian geographer Milton Santos, highlights one of the aspects that ensures a common link among these phenomena: their non-reified nature and, therefore, their substance in social relations with the demands of those who construct geographic space. Historically, spatial and geographic dimensions have played a significant role in the capital accumulation process driven by hegemonic groups. Karl Marx and Friedrich Engels, 176

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years ago, accurately analyzed the transformations brought about by new financial and consumer markets, enabling a cosmopolitan capitalist accumulation through integrative flows and the geopolitical flexibility of the world:

Through the exploitation of the world market, the bourgeoisie imparts a cosmopolitan character to production and consumption in all countries. To the despair of reactionaries, it has stripped industry of its national base. Old national industries have been destroyed and continue to be daily. They are supplanted by new industries, whose introduction has become a vital issue for all civilized nations, industries that do not employ native raw materials but rather those sourced from the most distant regions, and whose products are consumed not only in the country itself but throughout the globe. In place of the old needs, satisfied by national products, new needs emerge, calling for satisfaction through products from the most remote regions and diverse climates. In place of the old isolation of regions and nations that were self-sufficient, a universal exchange and interdependence of nations develop. This pertains to both material production and intellectual production (Marx; Engels, 1998, p. 48).

This 19th-century panorama described by the authors illustrates the rearrangement of social relations to ensure the production and circulation of goods, stemming from a critique of the capitalist system that fosters asymmetrical and exploitative relationships. More than a century and a half after these writings, we witness the intensification of the network of commodity exchange established on a global level, which is also shaped by political, social, and cultural exchanges among diverse nations, exacerbated profoundly by scientific and technological innovations in the field of communication. These aspects are synthesized as follows by Otávio Ianni, enabling more recent characterizations of capitalism:

village, global city, virtual communication, deterritorialization, corporate networks, new international division of labor, neo-Fordism, flexible accumulation, free trade zone, commodity-market and global currency, global planning, world civil society, global citizenship, active industrial army and global reserve, universal thought (Ianni, 1996, p. 50).

In summary, the terminology “internationalization” has been employed to refer to processes of bilateral or multilateral relations that transcend national borders in scientific, technological, cultural, political, economic, and other realms.

Aspects concerning globalization, mondialization, and internationalization also highlight the necessity for debate regarding the “global” and “local” spheres. Ulrich Beck

(1998) warns of the “side effects” of this process, asserting that there is a polarization and stratification of social relations at the international level: globalized rich and localized poor. The social and economic asymmetries and the exploitations among nations have intensified polarizations, social inequality, populations marginalized from citizenship rights, social conflicts, and poverty.

In light of this scenario of transformations, it is essential to analyze globalization, world integration, and internationalization as contradictory phenomena from a dialectical perspective. As Santos (2001) notes, on one hand, global society facilitates an accelerated scientific and technological revolution; on the other hand, domination becomes increasingly sophisticated and effective, leading to greater exploitation and exclusion of vast segments of the world's population. Furthermore,

the polarization between wealth and poverty obstructs global demand, directly impacting the system's capacity for reproduction. Social inequality and the presence of substantial population contingents marginalized from the development process exacerbate social conflicts and deteriorate quality of life in most regions of the planet (Santos, 2001, p. 14).

From another perspective, despite the previously mentioned aspects that reflect characteristics of a contradictory, unequal, and combined development, contemporary society has achieved consolidated levels of geographical border narrowing and greater integration among the 196 countries of the globe, whether through international treaties or through the influence of information technology, telecommunications, and robotics as fundamental agents for breaking down barriers. These milestones impact various aspects of the social fabric, including education, urging the academic community to develop analyses related to this process. It is worth noting that debates concerning globalization and economic world integration have been the subject of numerous studies, analyses, and reflections; however, conceptualizations and analyses regarding the internationalization of educational policies and practices have remained tenuous.

In general terms, internationalization can be understood as a process composed of multiple factors and relates to the intercultural interconnections mediated by exchanges between countries and regions of different cultures, enabling a broader understanding of distinct realities and the history of their peoples. In the educational sphere, specifically, the processes of internationalization and interculturality facilitate the sharing of actions, problematizations, and alternatives constructed by Brazil and foreign countries in a context of reciprocal cooperation. This implies that interculturality

and internationalization are interwoven concepts. When considering internationalization, in addition to a focused perspective, one cannot neglect the interaction between cultures or cultural aspects (Clemente; Morosini, 2020).

As previously discussed, the processes of globalization, world integration, and internationalization are composed of relationships characterized by contradictions. While such relationships are marked by asymmetries, hierarchies, social inequalities, and homogenizing logics, they also allow for the coexistence of ethnic and cultural pluralism, interculturality, and exchanges of experiences and life stories grounded in respect and the self-determination of nations. The current edition of the *Journal of Education and Policy in Debate*, through the dossier “Internationalization of education: global trends and national challenges”, makes a significant contribution to fostering this discussion, providing in-depth analyses of educational policy fields. The articles linked to this dossier problematize global discourses and practices regarding education, disseminated by dominant countries, international organizations, businesses, and both nonprofit and for-profit institutions. The approaches also contribute to the dissemination of knowledge production on national and international educational experiences; systematizations of studies on the internationalization of education; implications of the global agenda for curricular designs and evaluation systems; the influence of international organizations on educational policies, among other aspects. In addition to the aforementioned dossier, this issue also includes ten articles and two reviews in the “Continuous demand” section, authored by individuals from various regions of Brazil, namely: the Midwest, North, Northeast, Southeast, and South. This section features texts with diverse themes and very relevant approaches to the field of educational policies.

The authors Débora Kelly Ferreira Vasconcelos and Patrícia Formiga Maciel Alves from the University of Pernambuco, in their article titled “The challenges of implementing Laws 10.639/2003 and 11.645/2008 in the school environment”, focus on the implementation of laws No. 10.639/2003 and 11.645/2008 in Elementary Education I, aiming to identify whether the contents established therein are being addressed at this educational stage. The results indicate that such themes are only addressed on commemorative dates and in a superficial manner. Thus, it is concluded that urgent investment is needed in continuous training for teachers in order to construct equitable and anti-racist education.

The article “Roda de Conversa: a technological-formative-collective methodological tool in education research” by Priscila Borges Ribeiro Oliveira and Renata Prenstteter Gama from the Federal University of São Carlos presents discussions on the Roda de Conversa as a

methodology for data production within qualitative educational research. The results regard the Roda de Conversa as a formative tool that fosters peer relationships and integrates technological devices, while maintaining the essence and human connection in the research process alongside Pedagogical Guidance.

“The new high school education in Espírito Santo: the implementation carried out in pilot schools” is the title of the article written by Anderson Santos Lyrio (Federal University of Espírito Santo), Erineusa Maria da Silva (Federal University of Espírito Santo), Leonara Margotto Tartaglia (Salesian College Nossa Senhora da Vitória), and Eliza Bartolozzi Ferreira (Federal University of Espírito Santo). In this study, the authors analyze the implementation of the New High School (NEM) in eight pilot schools within the state education system of Espírito Santo (ES), based on legislative documents and interviews conducted with the directors and educators of the pilot schools. The study concludes that the implementation of high school education in the state of Espírito Santo aligns with the principles of the reform articulated to the mechanisms of the new neoliberal governance currently in action.

Flávio Bezerra de Sousa (University of Brasília) and Elisa do Nascimento Oliveira (Federal Institute of Brasília), through the text “The economic relationship between the ministry of education and the world bank in the implementation of the high school counter-reform in Brazil (Law No. 13.415/2017)”, analyze the interferences present in the relationship between the Ministry of Education (MEC) and the World Bank, through the International Bank for Reconstruction and Development (IBRD), regarding external financing through loans aimed at the implementation of the actions of the high school counter-reform, embodied in Law No. 13.415/2017. The authors assert that the results of their work allow for the conclusion that the political-institutional movements of the international organization are associated with its instrumental capacity to embed itself in multiple ways within the structure of educational policy, particularly endorsed by bodies that belong to the upper hierarchy of Brazilian public administration, as is the case with the MEC.

The article “Educational public policies of the state of São Paulo: 1995-2022”, authored by Maria Cecília Jardim (Municipal University of São Caetano do Sul) and Nonato Assis de Miranda (Municipal University of São Caetano do Sul), presents partial results from a study on the training of coordinator teachers within Seduc/SP. This work utilized bibliographic review and document analysis as methodological resources, aiming to establish a chronology of the PSDB government's achievements regarding public education in the state of São Paulo during the period from 1995 to 2022. The findings

indicated that, during the analyzed timeframe, education in São Paulo was not directed toward addressing the demands, shortcomings, and needs of the school community. However, the charismatic discourse employed was a key factor in gaining adherence within the public education system.

Larissa da Conceição Gomes de Almeida (State University of Rio Grande do Norte) and Antônia Bruna da Silva (State University of Rio Grande do Norte), through their article “Program Aluno Nota 10: evaluation, accountability, and responsibility in the municipality of Tenente Ananias/RN”, analyze the Aluno Nota 10 Program as an educational accountability policy developed and implemented by the municipality of Tenente Ananias, Rio Grande do Norte. The study’s results demonstrated that the municipality has employed integrated mechanisms of evaluation, accountability, and responsibility, forming a strong accountability policy aimed at elementary education and focused on producing specific educational results that align with Brazilian educational policy. The authors also highlighted the controversial nature of the Aluno Nota 10 Program, considering its meritocratic character based on promoting competition as a means to enhance students’ academic performance.

The article “Programs and resources for special education: evolution in Brazilian legislation and ambiguities in the state of Goiás”, authored by Duelci Aparecido de Freitas Vaz, Maria Cristina das Graças Dutra Mesquita, and Maria Aparecida Gontijo from the Pontifical Catholic University of Goiás, provides a synthesis of the evolution of Brazilian legislation regarding Special Education in public schools. It highlights the existence of important programs and resources for this transversal modality, focusing on students with disabilities, global developmental disorders, and giftedness or high abilities. However, it emphasizes, through a recent law in the state of Goiás, an attempt to reduce special support to an administrative function, thereby relativizing specialized teaching actions.

The article “Programs to combat school dropout in Paraná: reflections and understandings based on a study in an institution in the state of Paraná” by Emerson Rolkouski (Federal University of Paraná) and Leticia Menegusso (State Department of Education of Paraná) addresses the issue of school dropout in the Brazilian context. To this end, the authors analyze programs launched by the Government of the state of Paraná – the Second Edition of the School Dropout Combat Program (2018) and the Program Present in School (2019). Drawing on frameworks from the Cycle of Educational Policies, they mobilized official documents and conducted interviews with the principal and a teacher from the research site, as well as a manager from the State

Department of Education of Paraná (SEED/PR). The results underscore the necessity of engaging in dialogue with the community involved in the construction of programs that can aid in formulating public policies better suited to the diverse realities of Brazilian schools.

Karine Weber (Federal University of Santa Maria); Caroline Foggiano Ferreira (Federal University of Santa Maria); Andressa Aita Ivo (Federal University of Pelotas); and Juliana Sales Jacques (Federal University of Santa Maria), through the article “The BNCC and its multiple meanings: challenges in the (re)creation of curriculum practices in a federal early childhood education unit”, discuss the challenges encountered in implementing the BNCC (National Common Curricular Base) within an early childhood education unit located in a public higher education institution. To this end, they analyzed the institution’s Pedagogical Political Project (PPP) and conducted semi-structured interviews with teachers from the educational unit. The results revealed the movement made by the educational unit towards the (re)construction of the PPP, observing the limitations and potentials of the BNCC. It is concluded that the adaptation of the PPP aimed to enhance children's agency based on an interpretation of the BNCC that does not restrict the specificities of early childhood education.

The article “Education system and COVID-19 pandemic: remote teaching, challenges, and Brazilian educational policy” by Bárbara Barra Gomides (Federal University of Uberlândia) and Marcelo Soares Pereira da Silva (Federal University of Uberlândia) analyzes the intensification of educational inequalities in Brazil in the context of COVID-19 (2020-2021). To achieve this, the authors conducted a qualitative, exploratory, and analytical study through books, articles, and documents related to the theme. According to the findings, the authors assert that remote teaching was hastily implemented without consideration of Brazil’s diverse realities, leading to immeasurable challenges for all education stakeholders. They further emphasize that many students were “invisibilized”, their educational rights denied, along with an increase in the workload and a reduction in the salaries of teaching staff, which exacerbated social inequalities and the fragility of Brazilian schools.

The article “Does space matter? How spatial inequalities affect students in distance education”, authored by Cleyson Silva dos Santos (State University of Campinas), Alberes Sousa Ferreira (State University of Campinas), Francisco Monticeli Valias Neto (State University of Campinas), and Domingos Alves (University of São Paulo), focuses on the impact of spatial inequalities on Distance Education (EaD) students. The conclusions of the study indicate that EaD is sometimes presented as a

model capable of democratizing access to Higher Education. However, this model has not adequately addressed the historical dilemmas of inequality in Higher Education; rather, it has intensified and requalified this social phenomenon.

Vanessa Aparecida Palermo Campos and Sandra Eli Sartoreto de Oliveira Martins, from the São Paulo State University “Júlio de Mesquita Filho”, present the text titled “Training deaf students for teaching in the early grades of basic education: what university professors say”, in which they analyze the perspectives of professors regarding the initial training and qualification of deaf university students for teaching in the early grades of Basic Education. To this end, they developed questionnaires and semi-structured interviews with faculty from a private college’s Pedagogy program. The authors highlight the absence of pedagogical practices aimed at curriculum flexibility for the training of deaf university students in the course under consideration.

This edition also includes a review of the works “Conscientization: theory and practice of liberation: an introduction to the thought of Paulo Freire”, prepared by Patricia Moreira Caldeira Faria, Maura Heloisa Xavier, and Adriano Eurípedes Medeiros Martins (Federal Institute of Education, Science, and Technology of Triângulo Mineiro/Uberaba/MG), and “Women and patents: female participation in patent applications at Brazilian public universities”, prepared by Rosângela Aparecida Marquezi, Leoni Terezinha Wammes, and Maria de Lourdes Bernartt (Federal Technological University of Paraná).

We express our sincere gratitude to all who contributed to this edition of the journal “Education and Policies in Debate”, particularly to the organizers of the dossier for their dedicated and exhaustive work, which brought together researchers from various countries and Brazilian regions to address the theme and foster discussions and deeper exploration of a topic still minimally covered within the realm of educational policies.

The collection of texts presented here will surely contribute to broadening perspectives, deepening reflections on contemporary educational policies, and continuously enriching our training. Therefore, we also wish to extend our appreciation to the authors for providing us with multidimensional viewpoints on contemporary educational policies, as well as to the invaluable efforts of the reviewers and their significant contributions to the compilation of this issue. We hope that the work presented here will enable readers to draw a broader interpretative picture of the depicted subjects, stimulating new questions and fresh angles for reflection, analysis, and debate.

We wish everyone an excellent reading experience and profound reflections.

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