

Editorial

Educational research in Latin America: political agendas in a time of dispute

A pesquisa educacional na América Latina: agendas políticas em tempo de disputa

La investigación educativa en América Latina: agendas políticas en tiempos de disputa

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Resumo:

Os avanços da extrema-direita no cenário latino-americano têm produzido um cenário complexo caracterizado por projetos autoritários, retrocessos em direitos e enfraquecimento da democracia. Nesse contexto, o direito à educação tem sido colocado em xeque, em meio a um clima de polarização social e política, com a proliferação de discursos de ódio e hostilidade que corroem o debate público. Diante disso, a *Revista Educação e Políticas em Debate*, a fim de contribuir com debates a partir da perspectiva latino-americana e caribenha sobre compromisso com o direito à educação e à democracia, proporciona ao público consistentes reflexões sobre o tema em tela, por meio da publicação do Dossiê “A pesquisa educacional na América Latina: agendas políticas em tempo de disputa”, tendo como organizadoras as professoras e pesquisadoras Ana Sheila Fernandes Costa (Universidade de Brasília – Brasil), Myriam Feldfeber (*Universidad de Buenos Aires* – Argentina) e Guadalupe Olivier Téllez (*Universidad Pedagógica Nacional* – México), integrantes do Conselho Diretor da *Asociación Latinamericana de Investigación en Educacion* (ALIE). O dossiê reúne manuscritos oriundos do Pré Congresso da ALIE, realizado em agosto de 2025, em Buenos Aires, Argentina, evento que teve como escopo fomentar espaços acadêmico-científicos com o propósito de consolidar

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uma perspectiva latino-americana e caribenha acerca dos desafios educacionais, bem como formular uma agenda de investigação que contemple a complexidade e a heterogeneidade inerentes à produção de conhecimento na região. Além do dossiê, os artigos que compõem a seção de demanda contínua desta edição mobilizam uma pluralidade de abordagens teóricas e metodológicas, com as políticas públicas de educação como eixo estruturante das análises.

Palavras-chave: Democracia na América Latina; Pesquisa educacional; Políticas públicas educacionais.

Abstract:

The advance of the far-right in the Latin American landscape has created a complex scenario characterized by authoritarian projects, setbacks in rights, and the weakening of democracy. In this context, the right to education has been called into question amidst a climate of social and political polarization, with the proliferation of hate speech and hostility that erodes public debate. In light of this, the journal *Educação e Políticas em Debate*, aiming to contribute to discussions from a Latin American and Caribbean perspective on commitment to the right to education and democracy, offers the public consistent reflections on the subject through the publication of a Dossier titled “Educational research in Latin America: political agendas in a time of dispute”, organized by professors and researchers Ana Sheila Fernandes Costa (University of Brasília – Brazil), Myriam Feldfeber (University of Buenos Aires – Argentina), and Guadalupe Olivier Téllez (National Pedagogical University – Mexico), all members of the *Asociación Latinoamericana de Investigación en Educación* (ALIE). The dossier compiles manuscripts originating from the ALIE Pre-congress, held in August 2025, in Buenos Aires, Argentina, an event whose scope was to foster academic-scientific spaces with the purpose of consolidating a Latin American and Caribbean perspective on educational challenges, as well as formulating a research agenda that contemplates the complexity and heterogeneity inherent in knowledge production in the region. In addition to the dossier, the articles that comprise the continuous demand section of this edition mobilize a plurality of theoretical and methodological approaches, with public education policies as the structuring axis of their analyses.

Keywords: Democracy in Latin America; Educational research; Educational public policies.

Resumen:

Los avances de la extrema derecha en el escenario latinoamericano han producido un panorama complejo caracterizado por proyectos autoritarios, retrocesos en derechos y debilitamiento de la democracia. En este contexto, el derecho a la educación ha sido puesto en jaque, en medio de un clima de polarización social y política, con la proliferación de discursos de odio y hostilidad que corroen el debate público. Ante esto, la Revista *Educação e Políticas em Debate*, con el fin de contribuir a los debates desde la perspectiva latinoamericana y caribeña sobre el compromiso con el derecho a la educación y la democracia, ofrece al público reflexiones consistentes sobre el tema en cuestión, a través de la publicación del Dossier titulado “La investigación educativa en América Latina: agendas políticas en tiempos de disputa”, teniendo como organizadoras a las profesoras e investigadoras Ana Sheila Fernandes Costa (Universidad de Brasília – Brasil), Myriam Feldfeber (Universidad de Buenos Aires – Argentina) y Guadalupe Olivier Téllez (Universidad Pedagógica Nacional – México), integrantes del Consejo Directivo de la Asociación Latinoamericana de Investigación en Educación (ALIE). El dossier reúne manuscritos provenientes del Precongreso de la ALIE, realizado en agosto de 2025 en Buenos Aires, Argentina, evento que tuvo como objetivo fomentar espacios académico-científicos con el propósito de consolidar una perspectiva latinoamericana y caribeña acerca de los desafíos educativos, así como formular una agenda de investigación que contemple la complejidad y la heterogeneidad inherentes a la producción de conocimiento en la región. Además del dossier, los artículos que componen la sección de

demanda continua de esta edición movilizan una pluralidad de enfoques teóricos y metodológicos, teniendo las políticas públicas de educación como eje estructurante de los análisis.

Palabras clave: Democracia en América Latina; Investigación educativa; Políticas públicas educativas.

Editorial

The global rise of the far-right in the first two decades of the 21st century presents itself as a complex political phenomenon in contemporary times. The expansion of these political forces, far from being a homogeneous movement, has spurred academic debates that seek to understand their transformations over time and their regional specificities. In the Latin American context, it is necessary to overcome Eurocentric analyses and capture the phenomenon in its concrete totality, to understand the ideological expressions and political strategies that characterize the ultra-right in the global south.

The 2008 financial collapse shook the power of global capital and stimulated an organic response, translated into the rise of the far-right in the region. According to Sanahuja, Forti, and Burian (2025), the emergence of the far-right can be understood as articulated with global networks and new institutional arrangements, organizing itself into decentralized alliances that integrate ultraliberal think tanks, conservative parties, and groups linked to Christian conservatism.

Yet another cyclical crisis of capitalism, the 2008 crisis destabilized global social and political foundations, causing mass unemployment and misery, and driving drastic transformations in world geopolitics, initiating processes that resulted in a true debacle in societies (Soares; Simões; Romero, 2020, p. 207). The 2008 crisis, like the crises of 1873, 1929, and 1970, was not merely economic, but structural crises of overproduction and financial speculation, far from simple “market failures.” Paradoxically, the promise of capital’s “modernization” generated destructive side effects, given that the insertion of capitalist dynamics into peripheral economies exacerbated local socioeconomic asymmetries and vulnerabilities. Furthermore, it is worth noting that, contrary to the announced “modernization,” the “[...] intervention [penetration of capital] loudly trumpeted, only offered the intensification of poverty, chronic debt, insoluble inflation, and incapacitating structural dependence” (Mészáros, 2011, p. 92).

As part of the macro context of capital’s self-reproduction, the maintenance of capital lies in its ability to manage structural crises to prevent major collapses, considering the insurmountable contradiction inherent in the structure of the capital system. From this

perspective, the order of capital's socio-metabolic reproduction implements strategies to confront phases of crisis and recession through self-regulation mechanisms adapted to each historical moment. It constitutes "[...] a powerful [...] totalizing structure of control to which everything else, including human beings, must adjust, and thus prove its 'productive viability'" (Mészáros, 2011, p. 96). This system of control subjects health, commerce, education, agriculture, and art to its imperatives, subordinating all spheres to its logic and criteria of viability, permeating "[...]" from the smallest units of its 'microcosm' to the most gigantic transnational corporations, from the most intimate personal relationships to the most complex decision-making processes" (*ibidem*). Thus, capitalism has been governed by a set of self-regulation strategies and mechanisms that, in the absence of an alternative for overcoming it, strengthens and refines the mode of socio-metabolic reproduction in the process of managing its crises.

In line with Coggiola (2009), crises are not isolated phenomena of a specific conjuncture, but are, in fact, inherent to the very nature of capitalism, collateral effects of large accumulation processes, and followed by movements of productive restructuring. As part of this context, the 2008 crisis, known as the US housing bubble crisis, was driven by the rampant financial speculation of banks and investors, who viewed capital as the replication of derivatives and profit projections. With the 2008 crisis, one of the major differences was the response of states to confront the recessive scenario. While, in 1929, for example, the reaction consisted of the establishment of the welfare state, the 2008 crisis was faced by states with an intensification in the adoption of neoliberal policies, produced by the growth of social inequalities and the dismantling of social rights (*ibidem*).

As Saad Filho and Morais (2018, p. 244) highlight, the social consequences of neoliberalism materialized in the "decomposition of the working class and the dilution of its culture and forms of solidarity, which greatly hinders social organization." The political developments of these processes encompass "a global tendency towards the collapse of unions, mass organizations, and traditional left-wing parties, with the consequent displacement of the political spectrum to the right" (Saad Filho; Morais, 2018, p. 245). Furthermore, the social consequences of neoliberalism include the intensification of labor exploitation through the maintenance of structural unemployment and new technology-mediated hiring modalities. Such modalities, linked to the logic of outsourcing, service provision, and flexibility – phenomena known as "uberization" – have, among other consequences, exacerbated the deregulation of labor rights, the reduction of labor force remuneration, and the resurgence of an increasingly individualistic and meritocratic culture.

Regarding the “displacement of the political spectrum to the right”, Löwy (2015, p. 657) emphasizes that, associated with the process of “the global neoliberal hegemony of financial capital [...], the economic crisis [of 2008] [...] has almost everywhere favored the far-right much more than the radical left.” He continues, “the ideas of the far-right [...] have contaminated a significant portion not only of the petty bourgeoisie and the unemployed, but also of the working class and youth” (Löwy, 2015, p. 658).

In this scenario, coupled with the necessity of overcoming the crisis, the far-right has gained strength, leveraging uncertainties to promote itself as an ultraconservative alternative. This political-ideological spectrum has expanded its hegemony beyond the petite bourgeoisie, co-opting significant portions of youth and the proletariat, including unemployed social strata and those marginalized by productive restructuring processes. However, Löwy (2015) emphasizes the need to avoid approaches that limit explanations to purely economic factors, highlighting that the advancement of the far-right’s expansion is not justified exclusively by the current economic crisis of capital, but also by

Historical factors have, without doubt, played a role: a long-standing antisemitic tradition prevalent in certain countries; the persistence of those currents that collaborated during the Second World War; and the colonial culture that permeates attitudes and behavior long after decolonization – not only in former empires, but in almost all European countries [...]. The international conjuncture, particularly in the Middle East, also favors this scenario. The aggressive colonial and expansionist policies of the Israeli government fuel antisemitism (particularly among young Muslims) thinly disguised as “anti-Zionism,” while the terror of the Islamic State (Daesh) and other murderous jihadists feeds Islamophobia, purportedly in the name of “secularism” [...] negative events in the Middle East are skillfully manipulated by the far-right to promote its agenda, with considerable success. The same applies, logically, to terrorist attacks in Europe [...] which are used as ammunition by the racist right to wage its “clash of civilizations” against European Muslim citizens (Löwy, 2015, p. 657).

Based on parliamentary election data from twenty countries between 1870 and 2014, Soares, Simões, and Romero (2020, p. 213) argue that the rise of the far-right parties to power is one of the consequences of systemic crises in capitalism. The authors emphasize that “since 2008, right-wing populists have been gaining increasing ground in governments,” resulting in the “ascension of far-right populist regimes that typically operate in defense of conservative values amalgamated with nation, morality, family, conservatism, and religiosity”. Thus, such movements present themselves “as an instant solution to the suffering caused by the highly complex crises of capital”.

Latin America, far from being a space of consensus, is configured as a territory of hegemonic dispute, where geopolitics is marked by the antagonism between progressive

cycles, known as the “pink tide”, and the rise of the far-right. In this antagonism, the Latin American far-right operates through a dual dynamic: an economic dimension, characterized by the radicalization of the privatization agenda, the dismantling of social protection policies, and total submission to global finance; and a cultural dimension, stemming from the mobilization of chauvinistic nationalism and religious neoconservatism.

As Miguel and Vitullo (2025, p. 2) point out, the consolidation of liberal democracy in Latin America presents structural gaps even more pronounced than the models observed in the Northern Hemisphere. However, “the regimes that emerged in the wave of redemocratization in the last decades of the 20th century allowed popular sectors to dispute political spaces and guarantee modest redistributive and social inclusion measures” (Miguel; Vitullo, 2025, p. 1), which, despite their budgetary timidity, substantially transformed the material conditions of existence for their beneficiaries.

The advance of the far-right manifests itself in Latin America with its own particularities. The rise of the far-right in these countries is linked to a history marked by institutional ruptures, authoritarian regimes, and foreign interference throughout the 20th century. Kaysel and Bianchi (2025) point out that the dynamic of power disputes in Latin America has taken on the contours of “neogolpismo”⁵, a process in which right-wing coalitions utilize the very tools of the legal system and the state – such as impeachments and declarations of vacancy – to oust progressive governments and implement liberal-conservative restoration agendas, circumventing the classic military intervention of the dictatorships of the 1960s and 1970s.

Thus, the crisis of the liberal democratic model manifested itself in the region through new forms of coups d’état, as seen in episodes in Paraguay, Honduras, Brazil, and Bolivia. This scenario culminated in the strengthening of local branches of right-wing extremism, characterized, in the Brazilian context, by the combination of moral conservatism, economic ultraliberalism, and historical denialism regarding the crimes committed by national security dictatorships (Miguel; Vitullo, 2025).

In this context of dispute, where regional geopolitics have been marked by cycles of antagonism, the apparent loss of strength of the far-right in Latin America after 2020 – marked by the collapse of Jeanine Áñez’s interim government after the forced resignation of Evo Morales in 2019 amid protests and military pressure, the defeat of José Antonio Kast in

⁵ Neogolpismo was a strategy employed by right-wing forces to regain control of governments and states, previously in the hands of progressive administrations. These actions aimed to replace the producers of the social order to refound the neoliberal order, resorting to legal and constitutional tools and mechanisms, and to the institutional political spaces inherent to liberal democracy (Soler; Prego, 2025, p. 2).

Chile, and the unsuccessful re-election of Jair Bolsonaro in Brazil – was contradicted in subsequent years by the victory of Javier Milei in Argentina in 2023, who is further strengthened by the return of Donald Trump to the US presidency, which highlights the resilience of this political cycle and consolidates a strong rightward political shift in Latin America.

In this context of the far-right's advances, the right to education has suffered severe setbacks, and the role of schools has been constantly challenged amidst a climate of social and political polarization, with the proliferation of hate speech and hostility, resulting in attacks on educational institutions and intimidation and violence against teachers. This neoliberal offensive materializes in fiscal austerity policies, characterized by reduced state investment, as well as the commodification and privatization of public education. Such actions not only deteriorate the material conditions of educational institutions but also strain the very status of public schools and the conception of education as a common good. In this sense, the defense of education with social justice is, today, an urgent collective exercise in the face of democratic regression.

Given this scenario, the journal *Revista Educação e Política em Debate* (REPOD) is committed to contributing to debates on the right to education and democracy from a Latin American and Caribbean perspective. To this end, it is organizing the publication of a dossier titled “Educational Research in Latin America: Political Agendas in Times of Dispute,” edited by professors and researchers Ana Sheila Fernandes Costa (University of Brasília/Brazil), Myriam Feldfeber (University of Buenos Aires/Argentina), and Guadalupe Olivier Téllez (National Pedagogical University/Mexico), all members of the Board of Directors of the Latin American Association for Research in Education (ALIE).

The dossier compiles manuscripts originating from the ALIE Pre-Congress⁶, held in August 2025, in Buenos Aires, Argentina. This event aimed to foster academic-scientific spaces to consolidate a Latin American and Caribbean perspective on educational challenges

⁶ Non-profit entity that brings together individuals, institutions, networks, and organizations connected to research and postgraduate studies in education in Latin America and the Caribbean. It is the result of a collective process initiated in Manaus, in October 2023. The Organizing Committee was composed of the National Association of Postgraduate Studies and Educational Research (Anped); the Mexican Council of Educational Research (COMIE); the Argentinian Society of Educational Research (SAIE); the Chilean Network of Education Researchers (RIECH); the Paraguayan Network for the Right to Education; the Chilean Association of Education Researchers (ACHIE); the Network of Institutes and Centers for Educational Research of Argentina (RICIE); the Faculty of Humanities and Education of the University of the Republic of Uruguay; the CLACSO Working Group “Educational Policies and the Right to Education”; the Latin American Network of Studies on Teaching Work (Red ESTRADO); the CLACSO Working Group “Popular Education and Critical Pedagogies”; and the Latin American Network of Epistemological Studies in Educational Policy (RELEPE).

and to formulate a research agenda that addresses the complexity and heterogeneity inherent in knowledge production in the region.

ALIE is the result of a collective process initiated in Manaus/Amazonas/Brazil, in October 2023, when a plural and diverse group of associations, networks, and institutions dedicated to educational research in Latin America agreed to promote the creation of a regional organization focused on strengthening knowledge production, academic exchange, and the defense of education as a social right. The Association was formally created on November 21, 2024, during a meeting held at the Institute of Research in Educational Sciences, of the University of Buenos Aires, at which its Statutes were approved and its first leaders were elected: Fernanda Saforcada and Geovana Mendonça Lunardi Mendes, respectively president and vice-president, in addition to an organizing Board of Directors composed of 20 representatives from the institutions that participated in its creation.

The ALIE, reaffirming its defense of education as a fundamental human and social right and the importance of denouncing the attacks that public education systems have suffered due to the advance of neoliberal and conservative agendas, is committed to fostering scientific research and critical thinking in Latin America and the Caribbean. It has chosen the guarantee of this right as a guiding principle for knowledge production, through networks of exchange among associated organizations and their respective researchers in public debates and regional political agendas. Among ALIE's concerns are: the intensification of the commodification and privatization of education, exacerbating social inequalities; the appropriation of the educational field by corporate interests and digitalization driven by control and surveillance logics; the precariousness of teaching work and the repression of critical voices in educational spaces; the removal of essential content from curricula, such as social sciences, arts, and comprehensive sexual education; the reduction of public funding and the redirection of resources to the private sector; and the attempt to redefine education as an "essential service", violating teachers' right to strike.

In this sense, the dossier aims to disseminate part of the research presented at the pre-Congress, especially those focusing on public educational policies.

The theme of this dossier focuses on the production of knowledge in contemporary Latin America, understood as a field of tensions and hegemonic struggles that strain different political, social, and educational projects. Organized into two sections, the dossier presents an interview with the vice-president of ALIE, Professor Geovana Mendonça Lunardi Mendes, Ph.D., from the State University of Santa Catarina (UDESC), who discusses the process of ALIE's creation and the establishment of research agendas in Latin America, considering the

social, political, economic, and epistemological aspects of knowledge production in the context of Latin America and the Caribbean. The second section of the dossier includes a collection of 17 articles, five by researchers from Argentina, two from Mexico, one from Uruguay, and another nine by Brazilian researchers from nine universities across different Brazilian regions. These articles contribute to the problematization of the neoliberal reconfiguration of the State in Latin America, which intensifies disputes over the right to education. This scenario contrasts education aimed at integral human development with that subordinated to market logic, restructuring teaching work and demanding an understanding of these dynamics within the social totality.

The articles that comprise the continuous demand section of this edition of REPOD mobilize a plurality of theoretical and methodological approaches, among which public education policies are a structuring axis of the analyses.

The article “Projeto Somar: the paths of privatization of public education management in the state of Minas Gerais after 5 years of implementation”, authored by Lara Cristina Evaristo Rodrigues (Federal University of Uberlândia) and Vilma Aparecida de Souza (Federal University of Uberlândia), analyzes Project Somar, implemented in 2020, within the context of the educational policies of the Romeu Zema government (2019-2022) in Minas Gerais, as an expression of contemporary reconfigurations of educational public management under a neoliberal logic. The investigation analyzes the transfer of management of three public state schools to social organizations amidst the advance of indirect forms of privatization that strain the public character of education after 5 years of the project’s implementation. Inserted in a broader movement of commodification of education, the project signals the intensification of public-private relations and the redefinition of the State’s role.

Authors Drieli Gasso Colman and Francéli Brizoll, both from the Federal University of Pampa, present the article titled “Impact of teacher training in Specialized Educational Assistance for school inclusion: a systematic literature review”. The study investigates the impact of initial and continuing teacher training in Specialized Educational Assistance (AEE) on school inclusion through a systematic literature review. The results highlight challenges in the articulation between theory and practice and emphasize the need for training programs more aligned with school demands to strengthen teaching performance and promote higher quality inclusive education.

The article “Internationalization and SDG 17: a look at the PDI 2020-2024 of the Federal Institute of Paraíba”, authored by Midore Yasmin Santos Hipólito, José Jassuipe da Silva Moraes, and Hirla Carla Lima Amorim, all from the Federal University of Paraíba,

analyzes the internationalization strategies of the Federal Institute of Education, Science, and Technology of Paraíba (IFPB) outlined in the Institutional Development Plan 2020-2024 (PDI 2020-2024) in relation to the principles of Sustainable Development Goal (SDG) 17. The results indicate the existence of actions aimed at international cooperation and partnerships but reveal challenges in the broader integration of sustainable development objectives.

“The democratization process as an immaterial legacy: the experience of education management in Várzea Paulista (2005-2012)”, authored by Wesley B. Araújo (Paulínia City Hall) and Thaís Almeida Costa (Pontifical Catholic University of São Paulo), examines the considerations of managers and teachers regarding the management of the Municipal Education Secretariat (SME) of Várzea Paulista/SP between 2005 and 2012, focusing on the perspectives and tensions related to the established democratic process. The article starts with the hypothesis that the political directive of democratizing relationships, adopted by the managers, contributed to the formation of democratic subjectivities and represented a concrete practice of democratizing educational management.

Salatiel da Rocha Gomes from the Federal University of Amazonas and Rosimar Serena Siqueira Esquinsani from the University of Passo Fundo, in their article titled “The SUS Technical Schools in Brazil: historical challenges, (de)mobilization and underutilization”, investigate academic productions on the SUS Technical Schools (ETSUS) between 2015 and 2024. The results highlight the strategic role of these institutions in providing qualified training for the Unified Health System (SUS), but also point out challenges related to funding, management, pedagogical practices, and the continuity of public policies, factors that have contributed to their weakening and underutilization.

“An analysis of the concept of path dependence in Brazilian Special Education Policy (2008-2020),” by Samuel Vinente of the Federal Institute of Education, Science and Technology of São Paulo, discusses Brazilian Special Education policy based on the concept of path dependence, reflecting on the processes of continuity and change in educational policies. By analyzing normative frameworks in the area, the study emphasizes the scarcity of research adopting this theoretical perspective, indicating opportunities for deepening investigations into Special Education and public policies.

Authors Maria Gorete Rodrigues de Brito (Federal University of Pará), Alberto Damasceno (Federal University of Pará), and Suellem Pantoja (State University of the Tocantina Region of Maranhão), through their article “Monitoring the quality of Pará’s high school education by the State Education Forum (2016-2018)”, present a reflection on the monitoring of Goal 7 of the State Education Plan of Pará, developed by the State Education

Forum of Pará between 2016 and 2018. Based on the analysis of institutional documents, the study highlights the importance of social quality indicators in the monitoring and evaluation of educational policies aimed at High School.

“The professional dimension in life projects: challenges and possibilities of professional guidance in São Paulo’s Public High School”, by authors Ana Luísa Neves Pimenta-Urquiza (Centro Universitário Municipal de Franca Uni-FACEF) and Melissa Franchini Cavalcanti-Bandos (Centro Universitário Municipal de Franca Uni-FACEF), discusses the professional dimension within the Life Project component of the public high school curriculum in São Paulo, analyzing its relationship with educational policies and pedagogical practices. The results indicate challenges in contextualizing content related to work and career and highlight the importance of professional guidance in supporting students to construct more conscious life projects aligned with their realities.

The article “Foucaultian interfaces in teacher education: trajectories of knowledge, power, and subjectivation in public educational policies”, authored by Vidiane Casimiro da Silva (Universidade Federal do Rio Grande do Sul) and Marcello Ferreira (Universidade Federal do Rio Grande do Sul), presents a theoretical essay that aims to analyze Michel Foucault’s philosophical concepts and their possible implications for public teacher education policies in Brazil. From a Foucaultian perspective, it seeks to understand how discourses, power mechanisms, and regimes of truth influence the constitution of the teacher-subject, educational practices, and the formulation of training programs. It also proposes a critical reflection on the structures that underpin institutional models of teacher education – both continuing and initial.

The article titled “Student evasion in integrated high school at IFTO, Dianópolis: A Case Study,” by authors Roselaine Gusson Mendes (Federal Institute of Tocantins), Maria do Carmo Meirelles Toledo Cruz (Universidade Cidade de São Paulo), Vanessa dos Santos Tavares (Federal Institute of Paraná), and Eric Ferdinando Passone (Universidade Cidade de São Paulo), is dedicated to analyzing student dropout rates in the Integrated High School courses in Agriculture and Informatics at the Federal Institute of Tocantins, Dianópolis campus, addressing the factors that influence retention and school abandonment. Based on an investigation into the profile of students who dropped out and the conditions surrounding their academic trajectories, the study highlights challenges related to learning difficulties, pedagogical support, and socioeconomic conditions. The results contribute to broadening the debate on permanence and success policies in Professional and Technological Education by emphasizing the educational and social impacts resulting from student evasion.

The article “Mobilization for access to potable water in the school context with a focus on environmental education,” prepared by Rafael Reis Pereira Bandeira de Mello, from the Rio de Janeiro State Education Network, and Raquel Marques Villardi, from the State University of Rio de Janeiro, presents the experience of building a Socio-environmental Protection Network in a public school in Rio de Janeiro, based on the principles of Critical Environmental Education and action research. By involving high school students in investigative activities and community mobilization, the study demonstrates the potential of participatory practices to promote social engagement, strengthen a sense of belonging, and broaden young people’s understanding of the socio-environmental challenges present in their territory.

To conclude, we express our gratitude for the contribution of REPOD’s national and international collaborators: to the editors; to the organizers of dossiers; to the peer reviewers; to the manuscript formatting and layout team; to the social media team; and to the Periodicals Secretariat/FACED. We also emphasize the support of FACED, UFU, and the Library System, which hosts the UFU Periodicals Portal and monitors and examines the flow of publications, providing technical assistance to editors.

We hope that this edition will contribute to the expansion of debates and discussions on educational public policies and offer researchers, professors, and undergraduate and postgraduate students from institutions in Brazil and abroad the dissemination of consistent research findings and investigations.

We wish everyone an excellent read!

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