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Inter-Ação is the quarterly journal of the Faculty of Education and Graduate Education Program FE/UEG, from Federal University of Goiás. Its goal is to blind ad hoc reviewers and members of the Scientific Council, unpublished work resulting from theoretical studies and research on education, including, mainly, the following topics: Cultural and educational processes; State Policies and educational practices; Education, labor and social movements; and Fundamentals of educational processes.

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PRESENTATION

STARTING OVER - MARKS OF THIS BEGINNING OF 2023

Editorial n.1 of 2023 - Inter-Ação

Começar de novo e contar comigo
Vai valer a pena ter amanhecido
Sem as tuas garras sempre tão seguras
Sem o teu fantasma, sem tua moldura
Sem tuas escoras, sem o teu domínio
Sem tuas esporas, sem o teu fascínio
Começar de novo e contar comigo
Vai valer a pena já ter te esquecido
Começar de novo
(Ivan Lins e Vitor Martins)

Ivan Lins and Vitor Martins' song presents a perspective of new beginning that inspires us in this beginning of 2023, for we are in a country that is starting over and needs to get rid of the ghost of hunger, violence, authoritarianism, negationism... time to start over and trace a destiny with a future perspective for us and for our children, youth, adults and elderly!

However, different from the song, we make it a point to remember, to make memory in order to restart and not incur in the mistakes that led us to this current Brazilian reality. Thus, we need to say that we are trying to overcome the evils that we inherited from the last government: more than seven hundred thousand Covid-19 deaths; unemployment, hunger, and misery; lack of perspective of life and future; school evasion in basic education; humanitarian crisis among the Yanomami people and invasion of indigenous lands; terrorist acts in Brasília; increasing escalation of violence and violent attacks against schools, among many other evils that plague our reality.

In the educational field, the new beginning starts with the recomposition of the policies for education, science and research. In addition, we need to start again "without its spurs" regarding high school education, with a "revocation" that includes high school reform, as well as special education policy, literacy policy, and the civic-military schools program.

In this challenging scenario, the Lula/Alckim government proposes "Union and Reconstruction" and already identifies immense difficulties to recompose the budget for public policies, as well as the return of investments in public education, science, research, technology production, culture, among other urgent aspects for a sovereign nation. Moreover, this new beginning will only be possible by counting on all the forces that defend a democratic country, with less social inequality, with social justice and inclusion. We need to count on all the people who defend science, education, and culture.

In this effort to start "again" and to represent an important space in the defense of the public university, of knowledge, of the dissemination of knowledge, the first number of our journal has the challenge of dialoguing with these themes and urgencies and, therefore, the review "The dangers of screens for children" by Lucélia Peron and Luí Fellipe da Silva Bellicantta Mollossi opens our number. In sequence, the articles section

opens with Fábio Junio Mesquita's work "What is a life project for students and educators in the curriculum? Reflections on the guiding notebook for life projects of the public network of the state of Minas Gerais" which discusses the life project in the Guiding Notebook of the public school system of Minas Gerais. The second article "Assumptions of an emancipatory pedagogy in the face of the market bias of technology", by Ana Paula André, reflects on the digital technologies of information and communication in the school context. In the article "The black university movement through the eyes of academic literacies: transformative practices and academic belonging", Juliana Silva Santos intends to analyze the black movement as an agent of academic literacy. Vivian Leite Pereira Montanher and Marta Regina Furlan discuss "Continuous education and teaching action: reflections for the effectiveness of pedagogical work in early childhood education" with a focus on teaching action with children up to five years old. In the article "School education in Paraguay: perspective of Brazilian people who study in Paraguayan schools", Jessie Ayumi Yamanaka and Josiane Peres Gonçalves address the theme of schooling of Brazilian people in Paraguay. Daniel Antônio da Cunha in "Epistemic challenges in the advance of professional and technological education in the subject of law: curriculum analysis of the technical course in legal services" analyzes the curricula of Technical Courses in Legal Services, recently implemented in Brazil, from different public educational institutions.

In the field of research on the history of education we have three articles; in "'Giant of the pen and the word": piauiense education in the discourse instruction and civism by Higino Cunha (1910), Jane Bezerra de Sousa performs an analysis of Higino Cunha's thought when addressing different themes among which patriotism and education as the construction of national unity; Ana Carolina Ebling Sigismondi Bauer and Norberto Dallabrida address the "Representations of the application college from the University of São Paulo (1957-1969); "Escola Comercial de Ilhéus: notes from the ilheense press about an institution for commerce employees" by Flordeni Santos Matos Freitas and Cristiane Batista da Silva Santos.

We published three articles exploring studies on: "The teaching of sociology under the neoliberal rationality: a study of the first impacts of the "new high school" in Anápolis", by Enrico Bueno and Thiago Macedo de Carvalho; "Supervised internship and philosophy teaching: comprehension from interviews with pre-service teaching undergraduate students", by Fabio Antonio Gabriel and Ana Lúcia Pereira; "The teaching of mathematics for students with visual impairment and sighted students with learning difficulties: a study of the intervention with the multiplane and golden material" by Raimunda Maria Barbosa de Sá and Livia da Conceição Costa Zaqueu.

With the themes of pedagogy of alternation and rural education, we publish two articles: "Education and pedagogy alternation in the Amazon: the protagonism and resistance of the alternating youth" by Poliana Fernandes Sena e Sousa, Werlison Silva de Sousa, Solange Helena Ximenes-Rocha; "Degree in education of the field of the Federal Technological University of Paraná (UTFPR), campus two neighbors: from implantation to extinction", by Leandro Turmena, Zinara Marcet de Andrade, Sidemar Presotto Nunes e Armenes de Jesus Ramos Junior. In the article "Distinguished historical-philosophical representations of the event democracy from ancient times to the present time", the authors from Mozambique, Rosa Alfredo Mechiço and António Xavier Tomo, present an analysis of democracy and point out the lines of force and the metamorphosis of democracy throughout time. The article "Student assistance at the federal institute of acre: a view from the institutional documents" by Lorena Rodrigues Barbosa and Mario Sérgio Pedroza Lobão closes our issue. A rich and diverse issue that contains different themes, research with various approaches and with research people from different parts of the country.

With this disposition of new beginning, the cover of this issue presents photographs from the collection of the VII MOSTRA FOTOGRÁFICA: Experiências de Encontro no Estágio de Pedagogia: entre presenças/ausências (FE-UFG), de 2022, in which we visualize this living movement, which is intended to be without frames and, therefore, creative, in dialogue with all stages and modalities of education.

Understanding that our invitation to start over always pushes us forward, we invite you to read, to share, and to spread the word about our issue. May this fresh start inspire us to hope!

Miriam Fábria Alves
Karine Nunes de Moraes

Goiânia/GO, may, 2023.