

e-ISSN: 1981-8416

INTER•AÇÃO

Journal of the Faculty of Education of UFG

49

Goiânia, n. 3, set/dez., 2024



FEDERAL UNIVERSITY OF GOIÁS

Rector
Angelita Pereira de Lima



FACULTY OF EDUCATION

Administration
Lueli Nogueira Duarte da Silva
Jordana de Castro Balduino Paranyha

EDITOR

Miriam Fábila Alves

ASSOCIATE EDITOR

Karine Nunes de Moraes

MANAGING EDITOR/JOURNAL SECRETARY

Thays Santos Souza

EDITORIAL BOARD

André Barcelos Carlos de Souza, Catarina de Almeida Santos, Ged Guimarães, Liliane Barros de Almeida,
Márcio Penna Corte Real, Rachel Benta Messias Bastos.

EDITORIAL COMMITTEE

Afrânio Mendes Catani, Universidade de São Paulo (USP), São Paulo, Brasil
Andréia Ferreira da Silva, Universidade Federal de Campina Grande (UFCCG), Campina Grande, PB, Brasil
Andrés Franco Aguilar, Universidad Mayor de San Andrés, Bolívia
Ângelo Ricardo de Souza, Universidade Federal do Paraná (UFPR), Curitiba, Paraná, Brasil
Almerindo Janela Afonso, Universidade do Minho (U.MINHO), Braga, Portugal
Armando Alcântara Santuário, Universidad Nacional Autónoma de México (UNAM), C. de México, D.F, México
Belmiro Gil Cabrito, Universidade de Lisboa (ULISBOA), Lisboa, Portugal
Bruno Bontempi Júnior, Pontifícia Universidade Católica de São Paulo (PUC-SP), São Paulo, Brasil
Catalina Rivera Guitierrez, Universidad Católica de Temoco, Chile
Cecília Hanna Mate, Universidade de São Paulo (USP), São Paulo, Brasil
Eleonora Badilla Saxe, Universidad La Salle, Costa Rica
Elizabeth Miranda Lima, Universidade Federal do Acre (UFAC), Acre, Brasil
Emílio Peres Facas, Universidade de Brasília (UnB), Distrito Federal, Brasil
François Vatin, Université de Paris X, Nanterre, França
Helena Modzelevski, Universidad de la Republica, Chile
Hermínia Hernández Fernández, Universidad de la Habana, Cuba
Hilda Mar Rodríguez Gómez, Universidad de Antioquia, Medellín, Colômbia
Humberto Humbane, Universidade de Maputo (UP), Moçambique
Jane Bezerra de Sousa, Universidade Federal do Piauí (UFPI), Piauí, Brasil
José Carlos Libâneo, Pontifícia Universidade Católica de Goiás (PUC-GO), Goiânia, Goiás, Brasil
José Gonzáles Monteagudo, Universidad de Sevilla, Espanha
José Leon Crochík, Universidade de São Paulo (USP), São Paulo, Brasil
Lia Machado Fiuza Fialho, Universidade Estadual do Ceará (UECE), Ceará, Brasil
Luciana Esmeralda Ostetto, Universidade Federal Fluminense (UFF), Niterói, Rio de Janeiro, Brasil
Luísa Cerdeira, Universidade de Lisboa (ULISBOA), Lisboa, Portugal
Márcia Angela da Silva Aguiar, Universidade Federal de Pernambuco (UFPE), Recife, Pernambuco, Brasil
Maria Cristina Parra Sandoval, Universidad del Zulia (LUZ), Maracaibo, Zulia, Venezuela
Maria D. Espíndola Fernandes, Universidade Federal de Mato Grosso do Sul (UFMS), Campo Grande, MS, Brasil
Mariana Cunha Pereira, Universidade Federal de Roraima (UFRR), Roraima, Brasil
Marília Costa Morosini, Pontifícia Universidade Católica do Rio Grande do Sul (PUC-RS), Porto Alegre, RS, Brasil
Mário Luiz Neves de Azevedo, Universidade Estadual de Maringá (UEM), Paraná, Brasil

Mirza Seabra Toschi, Universidade Estadual de Goiás (UEG), Anápolis, Goiás, Brasil
Mônica Martins, Universidade Federal de Santa Catarina (UFSC), Santa Catarina, Brasil
Monique Andries Nogueira, Universidade Federal do Rio de Janeiro (UFRJ), Rio de Janeiro, Brasil
Nádia Cuiabano Kunze, Instituto Federal de Mato Grosso (IFMT), Mato Grosso, Brasil
Pedro Ribeiro Mucharreira, Universidade de Lisboa (ULISBOA), Lisboa, Portugal
Pérsida da Silva R. Miki, Universidade Federal do Amazonas (UFAM), Amazonas, Brasil
Raul Bernal Meza, Universidad Nacional del Centro (UnicEN), Tandil, Buenos Aires, Argentina
Roberto Akira Goto, Universidade Estadual de Campinas (UNICAMP), Campinas, São Paulo, Brasil
Roberto Donoso Torres, Universidad de los Andes, Mérida, Venezuela
Regina Célia Padovan, Universidade Federal do Tocantins (UFT), Tocantins, Brasil
Sauloéber Tarsio de Souza, Universidade Federal de Uberlândia (UFU), Minas Gerais, Brasil
Sônia Xavier de Almeida Borges, Universidade Veiga de Almeida (UVA), Rio de Janeiro, Brasil
Tristan McCowan, University College London (UCL), London, United Kingdom
Vera Lúcia Jacob Chaves, Universidade Federal do Pará (UFPA), Belém, Pará, Brasil

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.

FEDERAL UNIVERSITY OF GOIÁS - UFG

INTER•AÇÃO

Journal of the Faculty of Education of UFG

49

Goiânia, n. 3, set/dez., 2024

Scientific Editorial:
Amanda Reis Ristov - Reviewer
Cátia Ana Balduino da Silva - Visual Designer
Cláudia Oliveira de Moura Bueno - Librarian
Gustavo Ponciano Cunha de Oliveira - Reviewer
Jaqueline Taketsugu Alves da Silva - Librarian
Larissa Landim de Carvalho - Reviewer
Luciana Novaes Miranda - Designer
Luiz Carlos Siqueira Filho - Reviewer
Maria Ayeska Andrade Echegaray - Reviewer
Onia Arantes Albuquerque - Administrative Technician

Cover Illustration:

Chess

Year: 2018

(<https://pixabay.com/pt/photos/xadrez-jogo-de-tabuleiro-estrat%C3%A9gia-3467512/>)

Preparation of Originals and Layout:

Thays Santos Souza

Administrative Technician and Managing Editor of Inter-Ação Journal

Translation of Expedient and Presentation:

Rodrigo Gouvêa Rodrigues

Technician in Educational Issues

Special Support:

Programa de Apoio às Publicações Periódicas Científicas da UFG

Catalographic Card:

INTER-AÇÃO. Revista da Faculdade de Educação, UFG, v. 1, 1975 – Goiânia: FE/PPGE/UFG, v. 49, n. 3, set/dez., 2024.

Quadrimestral.
ISSN: 1981-8416

1. Universidade Federal de Goiás – Faculdade de Educação – Periódicos.

CDU 370

Indexed in:

Bibliografia Brasileira de Educação – BBE. CIBEC/INEP/MEC
Clase (Citas Latinoamericanas en Ciencias Sociales y Humanidades)
DOAJ (Directory of Open Access Journals)
Edubase (Faculdade de Educação da Unicamp – Brasil)
Educ@ (Fundação Carlos Chagas – Brasil)
EZB (Electronic Journals Library)
Iresie (Indice de Revistas de Educación Superior y Investigación – México)
IBICT/SEER (<http://seer.ibict.br>)
Latindex (Sistema Regional de Información en Línea para Revistas Científicas de América Latina, el Caribe, España y Portugal)
Ulrich's Periodicals Directory
REDIB (Red Iberoamericana de Innovación y Conocimiento Científico)
Portal de Periódicos CAPES

PRESENTATION

Dossier: Educational and school inequalities and social markers: arrangements, research and proposals

Until the first half of the 20th century, schools played an essential role in the construction of a new, fair, and democratic society, in which it was assumed that access to free public schools would guarantee equal educational and social opportunities, allowing individuals to compete on equal terms in the educational system (Barbosa, 2011). Those who stood out for their talents would, as a matter of fairness, be guided to advance in their school careers and occupy higher positions in the social hierarchy (Baudelot; Establet, 2000). However, the democratization of access to education, the extension of compulsory schooling after the 1940s, and research on schooling in different contexts and countries highlighted educational inequalities between social groups (Nogueira, 1995).

In the 1950s and 1960s, educational surveys such as the Equality of Educational Opportunity Reports, better known as the Coleman Report (1966), the Plowden Report (1967), and the National Institute for Demographic Studies (INED) surveys (1962-1972), were conducted to study the problem of inequalities in school access and outcomes. These studies found that "inequalities in students' performance were more strongly correlated with their different social and family backgrounds than with the pedagogical and infrastructural differences between schools" (Bonamino, 2012, p. 119, translated by us). Despite being criticized for their theoretical and methodological weaknesses, as well as their failure to take into account processes within the school, the data from these studies nevertheless made it possible to analyze inequalities in educational trajectories, to understand the importance of factors of social origin, and to recognize the effect of race in explaining inequalities in school outcomes (Alves; Soares, 2007; Soares, 2021; Alves, 2020).

Since the mid-1980s, there have been significant developments in the sociology of education literature on educational inequality (Xavier et al., 2023; Alves; Soares, 2007), largely driven by large-scale evaluations of educational systems and schools. In addition, developing new methodologies for analyzing educational data has made it possible to identify different levels of school performance (Alves; Soares, 2007; 2008; Xavier et al., 2023). These advances have made it possible to map more clearly and robustly the relationships, intersections, and overlaps of educational and schooling inequalities based on social markers, namely: race or color, gender, territory, socioeconomic level, and people with

disabilities (PCD, as it is called in Brazil). It is important to note, as it has been repeatedly observed in the reference literature (Camargo; Paes de Carvalho, 2019; Alves, 2020; Lima et al., 2022; Soares, 2021; Bonamino, 2012), that these markers do not appear in isolation in everyday educational and school life, since in many cases there is an overlap of inequalities affecting students, leaving some groups - social, economic, racial, gender and people with disabilities - more disadvantaged than others. These inequalities, produced or reproduced by various forces and vectors, exclude and polarize these groups in education and school systems.

In this sense, data from the 2022 National Household Sample Survey (PNAD) illustrate the persistence of educational inequalities in Brazil, allowing us to compare before and after the pandemic. For example, the illiteracy rate among age groups has decreased, but there is a difference between older people (60 years and over) and younger people (15 years and over), as in 2016 it was 20.5% and 6.7%, respectively, and in 2022 it reached 16% and 5.6%, respectively. In 2016 and 2022, it was also possible to see that there were inequalities in the illiteracy rate between genders, with an inversion of the situation between older men and women (60 years and over) and younger men and women (15 years and over). Among older people, the illiteracy rate was 19.7% for men and 21.1% for women in 2016, and 15.7% and 16.3%, respectively, in 2022. In 2022, the illiteracy rate for women aged 15 and over was 6.5%, while for men it was 7%; in 2022, the rates will fall to 5.4% and 5.9%, respectively.

Educational disparities are even more pronounced among the black and elderly population, as the illiteracy rate among black and brown people aged 60 and over was 30.7% in 2016 and among the white population it was 11.6%. In the same year, the illiteracy rate among the black and brown population aged 15 and over was 9.1%, and among the white population, it was 3.8%. By 2022, the illiteracy rate among the black and brown population aged 60 and over had fallen to 23.3% and that of the white population to 9.3%, while the illiteracy rate among the black population aged 15 and over was 7.4% and that of the white population was 3.4%.

Brazil is a country of continental dimensions, so inequalities can also be measured by territory. In terms of illiteracy rate, the Northeast was the region with the highest percentage in 2016 and 2022; among people aged 60 and over, the rate was 39.9% in 2016 and 32.5% in 2022. The South was the region with the lowest illiteracy rate in this age group in 2016 (11.5%) and the Southeast in 2022 (8.8%). Among the population aged 15 and over, the illiteracy rate in the Northeast was 13.9% in 2016 and 11.7% in 2022. The lowest illiteracy rate in this age group was

observed in the South (3.3%) in 2016 and the Southeast (2.9%) in 2022. In 2019, 8.4% of the Brazilian population will be made up of people with disabilities (PCD), representing 17.3 million people, of whom 49.4% will be elderly (IBGE, 2020). In 2022, 1,527,794 of the total number of students in basic education will be PCD, according to the Basic Education Census. In other words, this figure is much lower than expected and shows the inequality of this group in the educational system.

The dossier ***Educational and school inequalities and social markers: arrangements, research and proposals*** presents the configurations and imbrications with social markers - race/color, gender, socioeconomic status, territory, and people with disabilities - through different articulations and asymmetries related to inequalities, as well as different forms of discrimination present in different educational and school contexts. From this perspective, the dossier is made up of studies - Equality or equity in basic education? A conceptual debate, by Naira da Costa Muylaert; Inclusion/exclusion in the classroom: a study on the processes of producing inequalities, by Eriene Macêdo de Moraes, Cinthia Brenda Siqueira Santiago and Gina Glaydes Guimarães de Faria; Universal design for learning and audiodescription: a necessary link for education for all, by Maria Clementina de Oliveira and Eliana Lúcia Ferreira; Students with disabilities in shelters: invisibility in scientific research, by Regina Célia Passos Ribeiro de Campos and Marco Antônio Melo Franco; The impact of law 13.409/2016 on the admission of people with disabilities to federal institutes of education, science and technology, by Flávia Pedrosa de Camargo, which presents theoretical discussions on the principles, concepts, contexts and processes that permeate educational policies and practices. Still on the subject of Law 13.409/2016, we have the text Perceptions of students with disabilities benefiting from quotas regarding access at the Federal University of Goiás (UFG), by Thays Santos Souza, Ricardo Antonio Gonçalves Teixeira and Daniele da Rocha Carvalho, who sought to understand the perceptions of quota students about access to university, analyzing how quota policies affect the entry of these students into higher education.

In the quantitative field, the articles - Teaching conditions, social origins and educational results: quantitative analysis of student performance in SAEB 2021, by Fellipe Madeira and Bernardo Mattes Caprara; Performance in mathematics and inequalities: factors to (re) think an equitable education, by André Luiz Regis de Oliveira and Emilia Carolina Bispo dos Santos Augusto - discuss the school reality based on data from the Basic Education Assessment System (SAEB) in dialogue with teaching work and students' performance to reveal inequalities in performance and teachers' practices. The text Educational results

indicators: reflections on inequalities in municipal public education networks, by Raimunda Maria da Cunha Ribeiro, aims to analyze indicators of educational results of municipal public education networks in the state of Piauí, and to what extent they can denote the forging of educational inequalities.

In the context of South America, we present the article *Traslucir: visuality and workshops in indigenous communities of Brazil and Ecuador*, by Juan Andrango, who carries out a cartographic study of the audiovisual maps produced in recreational workshops in indigenous communities in Brazil and Ecuador.

From a racial perspective, the article *From past to present: illiteracy, regional disparities, and ethno-racial relations*, by Ingrid Danielle de Paula, looks at the evolution of the National Education Plans (PNEs) with a focus on illiteracy among black and brown people in different regions of the country. *Education for ethnic-racial relations: brief notes for pedagogical coordination*, by Carla Liane Nascimento dos Santos and Eliécilda da Conceição Souza, aims to describe the strategic role of pedagogical coordination in articulating anti-racist educational practices.

With regard to social vulnerability, we present the articles *A teaching staff in (re)action in the (re)construction of teaching and learning dialogues with a school community in a vulnerable situation*, by Ery Jardim, Idio Fridolino Altmann, Ingridi Vargas Bortolaso and Paulo Fossatti, which review curricula to promote educational practices that are adapted to the learning opportunities needed by school communities to solve problems related to their daily lives. The article *Homeless childhood: invisibilization, education and survival*, by Caroline Trapp de Queiroz, discusses the place-non-place of street children in the city of Rio de Janeiro and the tensions outlined by the presence-absence of education in their childhood experiences. Finally, the article by Daylane da Silva de Souza, Sandra Maciel de Almeida and Jimena de Garay Hernández, *Weaving paths: an analysis of the school experience of adolescents in measure of internment of the juvenile justice system in Rio de Janeiro*, discusses the processes of schooling in the detention units of the General Department of Socio-Educational Actions of the State of Rio de Janeiro (DEGASE).

In the context of education in the countryside, we have the text *Social inequality in the context of rural education and high school counter-reform (law nº 13.415/2017) in the state of Paraná*, by Sandra Gunkel Scheeren and Marcos Vinícius Francisco, who analyze the implications of the counter-reform of secondary education in the state of Paraná and the forms of resistance from the perspective of schools in camps and settlements of the Landless People's Movement (MST).

In the post-high school education period, the text *Young people from Caburi/AM and tensionings of relations with post-high school education: the place of residence as a marker of educational inequalities*, by Nádia Maciel Falcão, Marcele Melo Fonseca, Claudio Gomes da Victória and Daniele Silva de Almeida, addresses the tensions in the relationship of young people from Caburi/AM with the continuity of their school career in post-secondary education, focusing on the place of residence in the analysis of educational inequalities.

In the field of higher education, the articles **The barriers to the permanence of student mothers in higher education**, by Ana Cássia Alves Cunha and Georgia Maria Feitosa e Paiva, sought to understand the challenges faced by student mothers to remain in higher education. In the same way, the article *Experiences of LGBTQIAPN+ youth in higher education: the between social markers of difference and gender violence*, by Edmarcius Carvalho Novaes, Adriana de Oliveira Leite Coelho, Tiago de Castro Silva and Yasmin Coelho Coutinho Duarte, presents the perceptions of young people who identify themselves as LGBTQIAPN+ and study at a higher education institution in the municipality of Governador Valadares/MG. The text *“Being black, being gay, how can that be?” Debating masculinities in physical education teacher training*, by Michele Pereira de Souza da Fonseca, Leandro Teofilo de Brito, Samara Oliveira Silva and Fabille Mara Assumpção Moreira, aims to problematize the reflections raised in the 9th Cinema and Diversity Cycle extension event on the theme of masculinities and their relationship with intersectional aspects.

We hope that the reading of this dossier can contribute to an understanding of the old ways of reproducing inequalities in new guises, and go further to inspire you, the reader, to rethink practices and implement more inclusive educational policies for the different social groups that make up our country.

Carla da Conceição de Lima
Federal University of the Vales do Jequitinhonha e Mucuri (UFVJM).

Andrea Paula de Souza Waldhelm
Pontifical Catholic University of Rio de Janeiro (GESQ/PUC-RIO).

Flávia Pedrosa de Camargo
Federal Institute of Education, Science and Technology of Mato Grosso do Sul (IFMS).

Thays Santos Souza
Federal University of Goiás (UFG) and Administrative Editor of Revista
Inter-Ação.

Rodrigo Gouvêa Rodrigues
Federal University of Goiás (UFG).
Translator of the Presentation (English and Spanish).

Goiânia/GO, december, 2024.

REFERENCES

ALVES, M. T. G.; SOARES, J. F.. As Pesquisas sobre o Efeito das Escolas: contribuições metodológicas para a Sociologia da Educação. **Sociedade e Estado**, Brasília, v. 22, n. 2, p. 435-473, 2007.

BARBOSA, M. L. O. **Desigualdade e Desempenho**: uma introdução à sociologia da escola brasileira. Belo Horizonte, MG: Fino Traço, 2011.

BAUDELLOT, C.; ESTABLET, R. **Avoir 30 ans**, en 1968 et 1998, Paris: Le Seuil, 2000

BONAMINO, A. M. C. de. **Características da gestão escolar promotoras de sucesso**. Coleção Gestão do Currículo e Gestão e Liderança – Volume III – Gestão do Currículo e Gestão e Liderança - 2012 – p. 117-132.

BRASIL. Instituto Brasileiro de Geografia e Estatística. **Estudos e Pesquisas. Desigualdades por raça e cor no Brasil**. Rio de Janeiro: IBGE, 2022.

BRASIL. Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira. **Censo Escolar da Educação Básica**. Brasília, DF: INEP, 2022.

BRASIL. Instituto Brasileiro de Geografia e Estatística. **Pesquisa Nacional por Amostra de Domicílio**. Disponível em: <https://www.ibge.gov.br/estatisticas/sociais/trabalho/17270-pnad-continua.html>. Acesso em: 13 nov. 2023.

CAMARGO, F. P; PAES DE CARVALHO, C. O Direito à Educação de Alunos com Deficiência: a Gestão da Política de Educação Inclusiva em Escolas Municipais Segundo os Agentes Implementadores. **Rev. Bras. Ed. Esp.**, Bauru, v.25, n. 4, p. 617-634, 2019.

LIMA, C. C.; RAMOS, M.E. N.; OLIVEIRA, A. L. R. Implementação de uma política educacional no contexto da pandemia de Covid-19: o REANP em Minas Gerais. **Educar em Revista**, Curitiba, v. 38, p. e78237, 2022.

NOGUEIRA, M. A. A Sociologia da Educação do Imediato Pós-Guerra: orientações teórico-metodológicas. **Caderno Ciência Social, Belo Horizonte**, v. 4, n. 6, p. 43-66, 1995.

SOARES, J. F.; DELGADO, V. M. S. Medida das desigualdades de aprendizado entre estudantes de ensino fundamental. **Estudos Em Avaliação Educacional**, v. 27, n. 66, p. 754-780.

XAVIER, F. P.; ALVES, M. T. G.; PETRUS, J. S. R. Qualidade da oferta educacional e desigualdades de aprendizado no Ensino fundamental brasileiro. In **SciELO Preprints**. DOI: 10.1590/SciELOPreprints.6436.