

e-ISSN: 1981-8416

INTER•AÇÃO

Journal of the Faculty of Education of UFG

50

Goiânia, n. 3,sep./dec., 2025



FEDERAL UNIVERSITY OF GOIÁS
Rector
Angelita Pereira de Lima



FACULTY OF EDUCATION
Administration
Lueli Nogueira Duarte da Silva
Jordana de Castro Balduíno Paranahyba

EDITOR

Miriam Fábia Alves

ASSOSSIATE EDITOR

Karine Nunes de Moraes

MANAGING EDITOR/JOURNAL SECRETARY

Thays Souza Brandão

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 (UFCG), Campina Grande, PB, Brasil
Andrés Franco Aguilar, Universidad Mayor de San Andrés, Bolivia
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 Temuco, 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 República, Chile
Hermínia Hernández Fernández, Universidad de la Habana, Cuba
Hilda Mar Rodríguez Gómez, Universidad de Antioquia, Medellín, Colômbia
Humberto H umbane, 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 González Monteagudo, Universidad de Sevilla, Espanha
José Leon Crochík, Universidade de São Paulo (USP), São Paulo, Brasil
Lia Machado Fiúza Fialho, Universidade Estadual do Ceará (UECE), Ceará, Brasil
Luciana Esmeralda Ostetto, Universidade Federal Fluminense (UFF), Niterói, Rio de Janeiro, Brasil
Luisa 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
Sonia 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 ProgramFE/UFG, 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

50

Goiânia, n. 3, sep./dec., 2025

Scientific Editorial:
Amanda Reis Ristov - Reviewer
Cátia Ana Baldoino da Silva -Visual Designer
Cláudia Oliveira de Moura Bueno - Librarian
Gustavo Ponciano Cunha de Oliveira -Reviewer
Jaqueleine 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:
Luan Vasconcelos Rodrigues(2025)
"Mãe e filha se banhando no Rio Tocantins"
Technique: digital illustration
Series: Amazonian perspectives for modernist studies
Dimensions: large and small formats
Date: 2022
Belém, Pará, Brazil
(<https://www.instagram.com/kambo.art/>)

Preparation of Originals and Layout:
Thays SouzaBrandão
Administrative Technician andManaging Editor of Inter-Ação Journal

Review of Expedient, 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. 50, n. 3,sep./dec.,2025.

Quadrimestral.
ISSN: 1981-8416

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

CDU 370

Indexed in:
Bibliografía 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)
Redalyc (Network of Scientific Journals from Latin America and the Caribbean, Spain and Portugal - Mexico)
EZB (Electronic Journals Library)
Iresie (Indice de Revistas de Educación Superior y Investigación – Mexico)
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

"Escrevo porque muitas mulheres antes de mim não podiam fazê-lo. Escrevo por reparação e por bem viver, por dignidade, liberdade e fúria".

(Aline Cardoso).

Citing Aline Cardoso's poem as the epigraph for this issue of our magazine, creating our cover with the artwork by @kambo.art, "*Mother and daughter bathing in the Tocantins River*," from the series *Amazonian Perspectives for Modernist Studies*, and finally, selecting the texts that begin this edition were choices made to lead us to reflect on violence against women in Brazil. This urgent and necessary issue mobilized demonstrations throughout the country on December 7, 2025, against violence and femicide. As the poem says, we write because many women before us were unable to do so.

The data is terrifying. According to the 2025 Brazilian Yearbook of Public Security, Brazil had 1,492 victims of femicide and 3,870 attempted femicides, representing respective increases of 0.7% and 19% compared to the previous year. We must also note that 2024 had the highest number of rapes of vulnerable individuals in our history, with 87,545 cases, with children and adolescents being the main victims. These data alone indicate the urgent and necessary task of confronting this Brazilian tragedy. Thus, a journal in the field of education, whose target audience includes students, educators, and researchers, has a fundamental role in raising awareness of the issue, fostering debate, publicizing data, presenting research, and denouncing these crimes, since many women were unable or unable to do so.

In this direction, in line with the central theme of our issue, the first section of our edition presents articles that focus on the issue of gender, with the texts *Education, gender and sexuality: an analysis of educational policies developed in Brazil in the 21st century*; *Representation of female authorship in the pnld literário (2020/2021)*; *Beastly fury: the representation of motherhood in the context of the dictatorship in the poems "Caçada" and "Perguntas ao Filho Pródigo" by Lara de Lemos*.

The second section addresses the theme of Indigenous and Quilombola communities in the Amazon region, with the articles *Indigenous knowledge in the amazonian context: an approach at the interrelation between linguistic practices, knowledge about medicinal plants and dialogues with Kokama spiritual beings*; and *School education*

in quilombola territory in the amazon region of Pará: advances, limits and challenges of the EJAMédio Campo program in defense of quilombola education.

The third section presents the environmental issue as a central theme, with the articles *Pedagogical approaches and implementation of environmental education in primary/elementary education: a comparative review Brazil-Portugal-Mozambique* and *Intersections between environmental education and rural education: the experience of a sustainable school in the Federal District.*

Following the debates surrounding special education in Brazil, particularly in recent months, with the National Policy for Inclusive Special Education (established by Decree No. 12,686 of October 2025, amended by Decree No. 12,773 of December 8), we chose the fourth block with the following articles: *Accesibilidad al conocimiento en el proceso de inclusión del alumnado con discapacidad intelectual en la educación primaria* and *Evaluation of a parent-implemented intervention in teaching mands using augmentative and alternative communication for a child with autism.*

The theme of inequalities connected the fifth section, with the articles *Educational inequalities in Brazil: an analysis based on Bourdieu, Foucault and Freire* and *Relationships between school performance and socioeconomic reality in São Carlos: analysis based on microdata from four schools.*

Incarceration and the militarization of education bring together our sixth section in *Education for Language in prison: a study on slang in a penitentiary in Paraná* and *The militarization of public schools in the Federal District through the shared management program: an analysis of educational outcomes (2019–2023).*

In the field of current educational policies, educational reforms have been the subject of much research and study. Our seventh section brings together articles within this framework: *The implementation of the technical and professional training formative pathway in the high school in the state of Espírito Santo: the partnership with telefônica foundation; Paraguay's educational reform in 1994: an educational manager's perspective*; and *Democratization with reservations: national student assistance policy.*

The theme of teacher training and health, the focus of the eighth block, brings together the largest number of articles, indicating the importance of these studies and research, as well as the relevance of considering initial training policies and valuing professionals who ensure dignified and healthy working conditions. The articles in this block are: *Mobilization of teaching knowledge in planning a physics workshop in*

initial training; Pedagogy in a non-school context: training and duties of pedagogues as social agents at a social assistance center; Relaciones establecidas entre la educación física escolar y la salud por los/as profesores/as de educación física de la ciudad de Rio de Janeiro; and, Training and practice of healthcare educators: concepts of health literacy and communication.

Our ninth and final section brought together articles on different themes: adolescence, cinema, children's literature, curriculum, and Paulo Freire: *Adolescence, suicide and helplessness: rescuing bonds, words and affection in the school environment; Indications of the use of cinematograph in children schooling in minas gerais (1925-1930); Webquest literary and cultural literacy: proposals for intersectional activities with comics and children's literature; Between inequalities and curricula: curricular justice in physical education in perspective; and From Angicos to the world: the trajectory and internationalization of Paulo Freire's thought.*

Certainly, this issue covers, with different approaches, the themes that are on the agenda of Brazilian education. Therefore, we reiterate our invitation for you to read, comment on, and share the articles published here.

Furthermore, at the end of this year, we hope that reading these articles will motivate us to reflect and implement new practices in the coming year. We also hope that 2026 will be the year of approval of the new National Education Plan, and the materialization of the National Education System, approved by Complementary Law 2020/2025.

Our journal will reflect these changes and will have many new features in 2026. So don't miss out, follow us and share our work.

Furthermore, we can only reaffirm with our author from Paraíba, Aline Cardoso, that "*We write for reparation and for a good life, for dignity, freedom, and fury*". We wish for the next year to be one of good living and dignity for all people! May it be a year of full life for all Brazilian women!

Miriam Fábia Alves
Federal University of Goiás (UFG) and Editor of Revista Inter-Ação
Karine Nunes de Moraes
Federal University of Goiás (UFG) and Associate Editor of Revista Inter-
Ação
Thays Souza Brandão
Federal University of Goiás (UFG) and Administrative Editor of Revista
Inter-Ação

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

Goiânia/GO, December, 2025.