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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 Fábria Alves
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Goiânia/GO, December, 2025.