

BULLETIN REVISTA POLÍTICA E GESTÃO EDUCACIONAL

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BULLETIN 03

IN THIS EDITION:

Professional Orientation

Investment Attractiveness

Inclusive Education

Teacher Formation

Accessibility

Education

Historical-Critical Pedagogy

Indigenous Ancestry

Decoloniality



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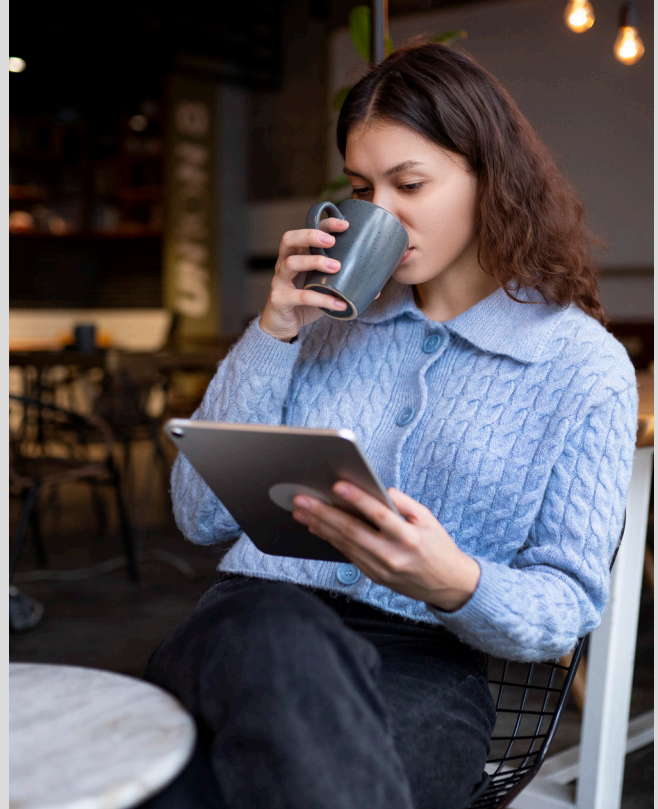
EDITORIA
IBERO-AMERICANA

Qualis
A3
CAPES 2017-2020

FEATURED ARTICLES

The influence of educational factors on attracting investors

The article emphasizes the lag of the System of Formative Programs regarding the socioeconomic development of Brazilian municipalities. The absence of clear guidelines for short- and medium-term objectives, the lack of complexity and the uncertainty in the sources of funding for the program's activities indicate negative aspects that discourage new investments. The material highlights the need to create an attractiveness mechanism to encourage new federal investments. (MOROZOVA; HAVANOVA; GUBACHEV; TITOV; JUKOVA, 2022).



The issue of emotional intelligence in the context of vocational guidance of students



Focusing on university graduates, the research points to the importance of communicative competence for the job market. The result highlights that the difficulties presented by the students come from the lack of control in the management of emotions and the need to apply psychological tests to the referred professional, mainly in the services sector. (GRUDISTOVA; TKHORENKO; SLINKOV; SLINKOVA; TRETYAKOVA, 2022).



Potentialities and difficulties of initial training in the process of knowledge construction related to inclusion

The text addresses the difficulties encountered in initial formation in the process of building learning related to school inclusion. The article highlights the fragilities of undergraduate formation in relation to the legal precepts that guide inclusion processes, as well as highlights the potential of initial formation, such as planning, guidance and teaching activities, in addition to specific knowledge for pedagogical practice, which cover the differences. (RIBEIRO; LUSTOSA, 2023).

Initial teacher education and study group

The article aims to understand the different conceptions of academics in a Pedagogy course in relation to Inclusive Education. The analyzes highlight the contributions of the lived experience for the recognition of the importance of this theme, as well as the approach with a critical perspective. The material also highlights the need to build educational practices and cultural tools for the inclusion of students with disabilities, in order to strengthen the collaborative, inclusive and humanizing culture in the school environment. (SOARES; NASCIMENTO; FALCÃO, 2023).



Education of teachers and professionals to support the inclusion and participation of people with deafblindness



The research addresses the continuing education of teachers and professionals to work in the area of deafblindness and multiple sensory impairment, performing roles of guide-interpreter, instructor and mediator. During the pandemic period, several professionals were selected to participate in the guide-interpreter course, obtaining satisfactory results in the effectiveness and participation of people in different everyday situations. (MAIA; FALKOSKI, 2023).

Reflections on the intercultural and inclusive teaching in the light of the epistemologies of Freire and Maturana



The article addresses the theme of intercultural and inclusive teaching, based on the epistemologies of Freire and Maturana. The material highlights that both culture and interculturality can be conceived as linguistic networks, where language and emotion are intrinsically intertwined. (ANDRADE; CAMPANI; NETO, 2023).



Gender issues in physical education classes, teacher education and critical-historical pedagogy

The article addresses the National Base for Teacher Formation and the National Common Curricular Base as proposals aimed at the area of Education, pointing out a common concern: the precariousness of formation for public school students. The central objective is to understand gender issues in Physical Education classes, aiming to overcome aggressive and destructive neoliberal policies for Brazilian society. (SIQUEIRA; SILVA, 2023).

Ancestry as indigenous and decolonial epistemologies in the education of teachers working in intercultural teachers' courses

The article addresses indigenous epistemologies as alternative paths to the interculturalization of knowledge in the formation of indigenous teachers, focusing on the analysis of the formative concept present in the Pedagogical Projects of the Courses (PPC) of Intercultural Indigenous Teaching Degrees Pitakajá and Kuaba. The main objective of the study is to promote a teacher formation policy for a differentiated indigenous school, based on traditional and scientific knowledge specific to these communities. (HOLANDA; SILVA; ANDRADE, 2023).



Indigenous degree

The article discusses the presence of the concepts of interculturality and decoloniality in the pedagogical projects of indigenous teaching degrees implemented in Brazil. The research aims to identify and relate the incorporation of these concepts in pedagogical projects, as well as to analyze how they are approached and applied in spaces reserved for indigenous peoples for the construction of new courses. (COSTA; OLIVEIRA, 2023).



What is the scope of the journal?

The Revista Online de Política e Gestão Educacional is an editorial space for articles related to the broad area of Education and Politics.

What is the Qualis of the journal?

Qualis A3 em Educação (2017-2020).

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