

Editorial

We are coming to the close of another year and, with it, we have kept the commitment of Critical Lines' staff to maintain the periodicity of the publication of its issues. In 2014, the periodical's Scientific Committee decided to publish only in the online format, which has led the team to many reflections and to the challenge of thinking how to modernize the online version, to make it more dynamic and creative while maintaining its quality.

This issue of Critical Lines, comprised of 11 articles of continuous demand, closes the year 2014 and offers a diverse set of themes that will certainly contribute towards a proficuous public discussion about policies, management and teaching and learning processes, in the perspective of inclusive education of quality.

Among the articles comprising issue 43, the first is by Carlos Riádigos Mosquera, entitled ***Reflexiones Sobre la Neutralidad en los Currículos y su Necesaria Parcialidad Democrática***, and expresses the commitment of the Critical Lines staff to internationalizing the periodical and publishing articles from different countries. In this article, the author underscores the non-neutrality of curricula, and points out that one must think of them considering that societies are increasingly complex. He points out that, to understand these realities, it is necessary that they be analyzed in a non-hegemonic way, for if they are, this will strengtheng "the advent of certain social groups and realities and silencing or weakening others".

In the article ***Políticas de Responsabilização e Gestão Escolar na Educação Básica Brasileira***, Dalila Oliveira, Lívia Fraga Vieira and Maria Helena Augusto share the results of research pointing out "that the demands of collectively building school management occur at the same time as schools must respond to the imperatives of accountability policies, which associate results with awards for teachers and schools".

O Sentido da Formação e da Gestão na Universidade Pública, by Ged Guimarães, approaches inversion in formative processes in the scope of the academia. According to the author, there is a silencing of doubt, of restlessness, which are elements so dear in the formative process of an autonomous man. He underscores that "training in our universities has been reduced, almost entirely, to professionalization of individuals for a supposed promising professional market, almost silencing the institutive university."

André Filardi, in his article ***Desenvolvimento do Reuni: Crítica à sua Implantação e sua Relação Econômica***, attempts to unveil the economical and administrative bias of Reuni, which, in his perspective, "is not written in its articles and General

Guidelines”; while Ruy Neto, Hugo Medeiros and Afrânio Cattani discuss “the construction of ProUni fellows’ social identity in terms of their belongingness to Higher Education and to private schools”, in the article *Percepções de bolsistas ProUni acerca do pertencimento ao ensino superior privado*.

Understanding “how individuals who have a rare syndrome are seen by other beings around them” is the topic approached by Rogério Drago and Hiran Pinel, in the article *Alunos com Síndrome Rara na Escola Comum: um Olhar Fenomenológico-existencial*. The next article, *Tragicidade e Agonística: Provocações Para uma Crítica do Pensamento*, is by Cinthya Regina Ribeiro. In it, she asserts that for Friederich Nietzsche and Michel Foucault, tragicity and agonism are “contingency conditions for the emergence of another experience of thinking, molding other critical experiences and engendering other ethical-political gestures”.

In the article *A Infância em Foco: Estado, Políticas Públicas e Educação*, Taísa Sousa, Regina Pedrosa and José Vieira analyze the relations between state, public policies, education and childhood, bringing forth the principles of democratic education and quality for all, based on the National Education Plans of 2001-2011 and 2011-2020 for early childhood education.

The subject area dealt with in the article *O Coordenador Pedagógico e a Formação Continuada no Programa Ler e Escrever*, by Camila Almeida and Elvira Cristina Tassoni, is the process of teacher education proposed by the *Ler e Escrever* (Reading and Writing) program of the state of São Paulo. The authors affirm that the results of research indicate that the education performed by the program “favors experiences and the transference of practices, in a process of convincing, established in a power relationship”.

The authors Telmo Marcon and Consuelo Cristine Piaia bring to the discussion, in the article *Educação em Sociedades Complexas: Desafios Para Ressignificar Sociopedagógica e Politicamente a Escola*, the problems placed before education in the context of complex societies, in addition to proposing to question the “limits of the science model that has become hegemonic”, as well as “analyze two pedagogical traditions that have deeply influenced formal education: the traditional and the modern”.

In the last article of this issue, *Ensino de Ciências em Braille com Histórias em Quadrinhos Roteirizados por Cegos*, Otacílio Antunes Santana speaks about the “building of learning objects adapted and evaluated by blind people, with no light perception, within the subject area of science teaching”.

Thus, in publishing issue 43, *Critical Lines*’ editorial team thanks all of those who have contributed for this periodical to have another fruitful year. To those who submitted articles, to our reviewers who contributed to the journal’s quality,

and to the ever present scientific committee, our gratitude and wishes for an excellent year-end. We hope to count on the energy and availability of all in 2015, for our commitment to the production and dissemination of knowledge is renewed and strengthened every day. Also renewed is the belief in a world whose driving forces are respect and ethics.

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