

## EDITORIAL v. 30, n. 01, 2021

At the moment this volume of *Revista Momento - Diálogos em Educação* is published, Brazil has had about 550 deaths caused by Covid-19, mainly due to the government's inefficiency in public health management. More than 4 million people have died of the disease worldwide. Data issued by the World Health Organization show a dire scenario for many families in the whole planet and it is believed that numbers may have been underestimated. Therefore, the situation urges that debates, surveys and studies of the topic in the Education field should be carried out so that we can work on insurgent movements (LEGRAMANDI and GOMES, 2019)<sup>1</sup>.

Regarding the political scenario, Walter Kohan had already warned us that it was a clearly cruel moment. According to him, the pandemic "has been used as another tool of Necropolitics, almost as an opportunity to consolidate the politics of death faster, safer and more economical, rather than being firmly opposed" (2019, p. 03<sup>2</sup>).

In this context, movements in Education may lead to mistaken beliefs of the roles of Education and, mainly, of school. Social distancing, which has been needed to mitigate effects of the virus *Sars-CoV-2*, has triggered debates on schools as physical spaces and led to questioning about society's unschooling. The virus provoked something unimaginable, i. e., schools were closed; on the other hand, it showed their irreplaceable role as historical and social institutions (KOHAN, 2019).

Therefore, we, the Editors of this journal – published by a public university whose quality has been acknowledged –, consider that our task is an honor, a political and social commitment. Papers address different contexts (cities, states, countries and continents) and

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<sup>1</sup> LEGRAMANDI, Aline Belle; GOMES, Manuel Tavares. Insurgência e resistência no pensamento freiriano: propostas para uma pedagogia decolonial e uma educação emancipatória. **Revista @ambienteeducação**, [S.l.], v. 12, n. 1, p. 24-32, jan. 2019. ISSN 1982-8632. Available at: <<https://publicacoes.unicid.edu.br/index.php/ambienteeducacao/article/view/669/636>>. Accessed on: July 30th, 2021. doi:<https://doi.org/10.26843/ae19828632v12n12019p24a32>.

<sup>2</sup> KOHAN, Walter O. Tempos da escola em tempo de pandemia e necropolítica. *Práxis Educativa*, Ponta Grossa, v.15, e2016212, p.1-9, 2020. Available at: <https://revistas2.uepg.br/index.php/praxiseducativa/article/view/16212>

distinct theoretical perspectives which enable readers to get a broad view of the micro and macrosystem and their interdependency (BRONFENBRENNER, 2011).

Volume 1, issued in 2021, consists of seven papers (continuous flow) written by Brazilian and Colombian scholars and the dossier named “Aspects of Education under the Influence of the COVID-19 Pandemic, Strategies, Outcomes and Perspectives”. It comprises nine papers and the book review of Dermeval Saviani’s *Pedagogia histórico-crítica, quadragésimo ano: novas aproximações*. This issue of *Revista Momento - Diálogos em Educação* aims at promoting debates, reflection and critical problematization about the situation and decision-making in the field of Education in pandemic times.

Studies carried out by researchers from Brazil and other countries analyze strategies, practices, processes and theoretical lines which point out sociopolitical and economic aspects that intertwine and impact schools. Authors’ contributions to the dossier enable readers to look critically at several aspects related to the COVID-19 pandemic.

We would like our readers to find answers and, mainly, questionings, that could lead them to problematize their paths and proposals related to Education after reading this robust compilation.

Finally, we would like to emphasize the importance of journals, such as *Revista Momento - Diálogos em Educação*, which aim at broadening knowledge and encourage debate and reflection on the current scenario and on its impact on schools and everyone’s life.

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