

## EDITORIAL v. 30, no. 03, 2021- Versão em Inglês<sup>1</sup>

We would like to introduce Volume 3, the last 2021 issue of the Revista Momento - Diálogos em Educação, which is composed of a thematic dossier (paper, review and interview) and papers in the continuous flow.

The focus of this publication is the problematization of frequent attacks that Science has been facing in several countries, mainly in Brazil.

A quick search for the country's dismantlement of Science in Google shows several news reports, papers and manifestos. As examples, we chose three pieces of news that were published in the last three years.

The first piece of news is entitled "Researchers have united against attacks to Science in Brazil". It was released by the Sociedade Brasileira para o Progresso da Ciência<sup>2</sup> on July 28th, 2019 and reports a movement carried out by about 50 scientists who aimed at enabling connections between the society and the academy so as to inform and explain to the population the absurd that has been publicized by the Brazilian leader when he constantly disagrees with the Instituto Nacional de Pesquisas Espaciais regarding news about deforestation in Amazônia state, Brazil. The news says:

The president Jair Bolsonaro (PSL) questioned scientific data produced by a federal research institute at least five times last week. "I am sure that the data are untruthful"; "may not be consistent with the truth"; "harm and obstruct the country"; "what are these data good for?" were some of the sentences used by Bolsonaro to discredit information provided by the Instituto Nacional de Pesquisas Espaciais (Inpe) about deforestation in Amazônia (SBPC, 2021)

The second news report we would like to mention is "Science at stake: attacks to scientific evidence aim at destroying trust in institutions", which was published on May 9th, 2020 in the site of the Sociedade Brasileira de Medicina Tropical<sup>3</sup>. It shows three professors'

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<sup>1</sup> Tradução realizada por Lígia Keskow de Freitas

<sup>2</sup> <http://portal.sbpcnet.org.br/noticias/pesquisadores-se-unem-contrataques-a-ciencia-no-brasil/>

<sup>3</sup> <https://www.sgmt.org.br/portal/ciencia-em-xeque-ataques-evidencia-cientifica-buscam-destruir-confianca-nas-instituicoes/>

opinions about the theme. Henry Burnett, PH. D., belongs to the School of Philosophy, Languages and Human Sciences at the Universidade Federal de São Paulo (UNIFESP), Yurij Castelfranchi, PH. D., works at the Department of Sociology and Anthropology in the School of Philosophy and Human Sciences at the Universidade Federal de Minas Gerais (UFMG) and Gustavo Andrés Caponi, Ph. D., is a member of the Post-graduate Program in Philosophy at the Universidade Federal de Santa Catarina (UFSC). They acknowledged the huge setback we have experienced in Brazil, where conspiratorial theories and fake news trigger mistrust and contempt for Science at high speed and broadness, as follows:

Proliferation of theories and denialism towards certain themes, such as efficiency of vaccines, HIV origin, shape of the Earth, evolution of species and climate changes, are examples of how, in some groups, beliefs and personal convictions become more important than evidence presented by scientists (SBMT, 2020).

As a result, there is propagation of senselessness in order to weaken democratic principles and start chaos.

Finally, we chose the news published by *g1* on April 21st, 2021<sup>4</sup>, about a letter signed by about 200 people – Nobel prize winners and researchers from different nationalities – who warned of attacks against Science in Brazil. The text denounces budget cuts, persecution of Brazilian Science, mainly regarding studies of COVID 19. An excerpt of the letter is:

Science in Brazil has been caught in the crossfire. On one side, budget cuts that strike research and threaten scientists' work; on the other side, instrumentalization of Science to meet electoral needs, as shown by the president's declarations (CARVALHO, 2021<sup>5</sup>).

Based on these pieces of news, which, unfortunately, are not the only ones in the current situation, we have brought up the problematization proposed by Gérard Fourez in the 1990's in his book "Construction of Sciences", which has had much support these days. The author highlights that "[...] scientists often have the impression that they are deprived of their work. They depend on powers that they cannot directly control (industry, military personnel and the State). Others decide for them" (FOUREZ, 1995, p. 99).

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<sup>4</sup><https://g1.globo.com/ciencia-e-saude/noticia/2021/04/19/em-carta-com-mais-de-200-nomes-ganhadores-do-nobel-e-pesquisadores-alertam-contrataques-a-ciencia-no-brasil.ghtml>

<sup>5</sup> Reportagem de Elizabeth Carvalho da TV Globo e Globonews em Paris.

Every time period has its problems, provocations and challenges. On one hand, there is the feeling of emptiness; on the other hand, there are movements of resistance. Even though the country's scientific community has been going through a devastating period, it has found ways and strategies to keep committed to academic production and development of Science. A result is the publication of this issue with findings of studies carried out in several Brazilian states and Latin-american countries. Professors, researchers and post-graduate students who are involved in the Fórum Latino-americano Ciência com Consciência, which honors Edgar Morin's 100th birthday, have introduced the dossier "Challenges of Education, Production and Use of Science with Conscience: Beyond our Borders".

Besides the dossier organized by Carelia Rayen Hidalgo López, Ph. D., Hebert Elias Lobo Sosa, Ph. D. and Daniele Corbetta Piletti, Ph. D., this issue – Volume 3 – also comprises four papers in the continuous flow.

The first paper, which is entitled *An analysis of the "teacher duties" imposed by the Escola sem Partido movement*, was written by Ismael Martins Boeira and Lucia Hugo Uczak. It is an exploratory bibliographic study which criticizes "teachers' duties" proposed by the movement "Schools with no Political Parties" regarding teachers' pedagogical roles in their professional freedom and students' critical development. The authors identified that Christian and conservative sectors of politics and society, which are linked to large neoliberal organizations, have shown interest in Education commercialization. The movement "Schools with no Political Parties" is an ally in the dismantlement of public Education.

Giego Alves de Souza, Isabel Ramos Henriques Oliveira and Lílian Amaral de Carvalho wrote the second paper, *The technical computer course integrated to the high school at IFMG (Formiga Campus) and the demand of the local labor market*. The study aimed at investigating the alignment between the pedagogical project of the technical course in Information Technology (High School) and demands of the local work market. According to the authors, results may be used as a basis to review the pedagogical project of the course and as guidelines for further studies that may contribute to align IFMG courses with its community's reality.

The third paper, whose title is *Organizational climate of a school in the city of Rio de Janeiro: the daily life of a public institution*, was written by Ellen Rezende de Oliveira and Jussara Bueno de Paschoalino. The study was based on field notes, diaries and semi-

structured interviews with school members. The authors analyzed relations established in an urban school in Rio de Janeiro, RJ. Findings revealed a pleasant school environment and relations based on respect, and mainly, on knowledge exchange among members of the staff.

Finally, this issue with the paper closes *The implications of mandatory curricular internship to early childhood education teaching* was written by Andréa Moreno Pitelli, Cassiana Magalhães and Cristiane dos Santos Farias. It discusses how mandatory apprenticeship in Pedagogy affects teachers' education in their work with 0-5-year-old children. The study showed that different activities proposed in the apprenticeship are fundamental to Early Childhood Education teachers' learning. However, conditions in which the teachers-to-be develop such activities affect their learning process directly.

We would like to invite our readers to sail through this issue and, if relevant, share it with other researchers.

This issue closes with Edgar Morin's words published in "Science with Conscience", which got nationwide and worldwide publicity in the 1990's.

"Science is equally complex because it is inseparable from its historical and social context" (MORIN, 1998, p. 9).

## References

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