

This issue brings together a set of reflections built in response to the challenges, experiences, and educational perspectives fostered by the triad of Education, Internationalization, and Management.

We open this Dossier with **IMPACTS OF THE LATIN AMERICAN INTEGRATION ROUTE ON THE KADIWÉU INDIGENOUS TERRITORY**, by Léia Teixeira Lacerda and Kátia Cristina Nascimento Figueira, who present the results of an interinstitutional study on the educational and social effects of the Bioceanic Route on Indigenous communities, focusing on listening, participation, and territorial protection.

Next, Arlinda Cantero Dorsa and Ruberval Franco Maciel, in **BIOCEANIC CORRIDOR, UNIRILA AND INTERNATIONALIZATION OF HIGHER EDUCATION: experiences and challenges in educational governance**, highlight the consolidation of the Latin American University Integration Network (UniRila), emphasizing knowledge appreciation, academic cooperation, and integration among higher education institutions in the countries along the corridor.

Following this, analyses on School Councils as instruments of democratic management are presented, with emphasis on the recent Law No. 14.644/2023, in the article titled **SCHOOL COUNCILS AS A MANAGEMENT**

MECHANISM FOR BASIC EDUCATION IN THE BRAZILIAN REGULATORY FRAMEWORK, by Andréia Vicência Vitor Alves.

In **SHARED MEANINGS AND LESSONS FROM HIGH SCHOOL TEACHERS' PRACTICES DURING THE PANDEMIC**, Laêda Bezerra Machado investigates the social representations built by teachers during the pandemic, revealing feelings of sadness, forced adaptation, and the renewed value of school as a space for social interaction.

Fábio Alexandre Ferreira Gusmão revisits two decades of educational assessment, highlighting the persistent low proficiency levels in Science and the urgent need for curricular reconfiguration, in **ON THE SCHOOL PERFORMANCE IN SCIENCE OF ELEMENTARY STUDENTS OVER 20 YEARS (1999 AND 2019)**.

Concluding this Dossier, José Leon Crochick and Maria Terezinha Bellanda Galuch offer a critical reflection on culture, teacher training, and school mechanisms that hinder individuation and perpetuate pseudoculture, linking social and educational issues present in everyday school life, in **ADDRESSING SCHOOL VIOLENCE IN BASIC EDUCATION**.

Finally, the articles invite attentive listening and qualified debate, through theoretical and empirical approaches that shed light on issues affecting education in territories marked by educational policies, diversity, historical inequalities, and the impacts of major regional integration projects. We invite our readers to dive into these reflections, confident that they provoke, inspire, and broaden horizons.

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