

This issue carries significant meaning given the trajectory and editorial tradition of this Journal: on the one hand, because it is currently undergoing evaluation by Qualis, and on the other, because it reaffirms its commitment to research in the field of Education and to scientific rigor, considering nearly three decades of publication associated with the Graduate Program in Education (PPGEDu).

This new issue publishes the Dossier titled **Política educacional e pseudoformação: devastação, enfrentamentos e resistências nas instituições públicas de ensino**, organized by Professors Carlos Antônio Giovanazzo Jr (PUC-SP), Maria Angélica Pedra Minhoto (UNIFESP), and Odair Sass (PUC-SP). The dossier aims to highlight the most likely consequences of educational policies on the pedagogical daily life of public educational institutions, as well as on the working conditions of education professionals.

To this end, it presents analyses of trends inherent to late capitalism (cultural homogenization, behavioral standardization, repression of alternatives, among others), which have intensified in recent decades and impose objective and subjective conditions that produce different forms of social consciousness and political action. It also highlights the relevance of critical theory of society (Frankfurt School), used in part of the articles as a reference for examining the conversion of individual formation into socialized pseudoformation (Adorno,

2024). This process materializes in educational policies implemented in various regions of the world, turning teacher training programs, curriculum and teaching material development, pedagogical innovations, and school management, among other aspects, into business “opportunities” and/or mechanisms of control and subjugation of educators and students.

In this context, composed of seven texts selected for their contribution to the debate on the role of public schools in resisting instrumental rationality, the issue begins with **Entre valorización y performatividad: marcadores neoliberales en la política de desarrollo docente en Chile y Brasil**, in which Jorge Alarcón-Leiva examines neoliberal markers present in teacher development policies in Chile and Brazil, offering a comparative analysis of their approaches, implementation, and consequences. He concludes by pointing to the historical presence of international organizations and market logic in the formulation of educational policies.

Next, Maria Angélica Pedra Minhoto, Maria Nilza da Silva, and Claudia Guedes Araújo Silva, in **Expansão e mercantilização das licenciaturas: o decreto nº 12.456/2015 é capaz de barrar a deformação em larga escala de futuros professores?**, analyze the uncontrolled expansion of teacher training programs in Brazil, denouncing the “large-scale deformation” promoted by the dominance of private distance education, marked by high dropout rates and low training quality, which threatens the construction of professional teacher identity.

These analyses are joined by those of Mariana Mendonça in **Expansión institucional y ajuste presupuestario en el siglo XXI. Una aproximación a las transformaciones recientes del sistema universitario público en la Argentina**, which examines the tensions between expanding access to universities and the “fierce budget cuts” that have occurred in Argentina in recent decades. She also highlights how the precarization of academic work and lack of resources threaten academic quality and the democratization of higher education.

Escola, juventude e formação nas políticas educacionais voltadas ao Ensino Médio, by David Budeus Franco, Raquel Tegedor Azevedo, and Carlos Antônio Giovinazzo Jr., scrutinizes recent reforms in upper secondary education, such as the BNCC and the Estatuto da Juventude. The authors reveal how these policies link school and technology to adapt young people to the labor market, neglecting the political and formative dimensions of youth.

Regarding technology, Alexandre Crispim Pires Doia investigates the incorporation of digital games into critical formation or their instrumental character. The main contribution of **O uso dos jogos digitais na educação escolar: uma investigação da prática docente no ensino fundamental do estado de São Paulo** lies in the finding that their predominant use focuses on repetition and adaptation to performance goals, shaping learning according to predefined models rooted in media logic rather than fostering autonomy.

In the same scope, Luis Antonio Mata Zúñiga and Rafael Garcia Campos, in **Entre la precariedad laboral y la brecha digital: experiencias de docentes de educación media superior en la Ciudad de México tras la pandemia**, examine the return to in-person teaching in post-pandemic Mexico. Their analyses show that the lack of technological infrastructure and precarious working conditions exacerbate educational inequalities, advocating for the democratization of digital access as a fundamental right.

Adding to this technological debate, Renata Provetti Weffort Almeida and Odair Saas discuss how the early introduction of digital devices affects child development in **Tecnologia e empobrecimento da experiência na educação infantil**. The authors argue that the standardized language of digital platforms obstructs creativity and impoverishes reflective experience, which is essential for the development of thought and language in early childhood.

The **Continuous Demand Section** celebrates the plurality and multidisciplinary commitment to emerging themes in educational research. This section opens with **Pedagogia dos direitos sociais na perspectiva da educação popular: intersectorialidade, currículo e avaliação na escola em tempo integral**, by Fernanda dos Santos Paulo, who analyzes the Escola em Tempo Integral Program in Brazil. The author proposes an emancipatory pedagogical framework based on Popular Education, valuing territorial knowledge and overcoming a purely quantitative view of extended school hours.

Franciele Ross da Silva Ilha and Christian Peres da Costa, in **A implementação da BNCC no âmbito na rede municipal de Pelotas/RS: percepções de docentes de educação física acerca deste processo**, discuss the challenges of implementing the BNCC in the local context, highlighting teacher vulnerability and the deep disconnect between federal normative guidelines and the material and infrastructural reality of public schools.

Adding to this thematic diversity, **Educação prisional entre o controle e a emancipação: uma análise pós-crítica à luz de Michel Foucault**, by Naubia de Souza Machado and Marcelo Victor da Rosa, presents an analysis of prisons as disciplinary devices, shedding light on cracks of resistance and processes of re-existence that emerge even under panoptic surveillance and control systems.

Rogério Zaim-de-Melo presents a state-of-the-art study on playfulness, identifying the vibrant and hybrid Pantanal ludic culture as an identity marker and a territory of cultural resistance in the face of globalization, in **Existe uma cultura lúdica sul-mato-grossense? Um estudo a partir da produção científica entre os anos de 2015 e 2025**.

This section closes with **Hacia una visión educativa de la gestión editorial: el modelo de impulso y tracción en la universidad venezolana**, by Wilmara Borges Álvarez, who discusses editorial management as a process of educational mediation within the national academic context, based on social representations. The author highlights indicators showing that university presses should not operate like independent publishers, while their efficiency and effectiveness depend on visibility, learning, and academic maturity as a spontaneous response of Editorial Management.

The issue concludes with a review by Linoel Leal Ordonez of the book **Internacionalização das políticas educacionais: transformações e desafios** (Abdeljalil Akkari). In summary, the book, far from defending the renunciation of autonomy in educational policies, presents the still controversial debate on the existence of truly national policies in a scenario marked by the growing globalization of Education. This discussion gains relevance in light of current dynamics of regional integration and cooperation, exemplified by the Rota de Integração Latino-Americana, better known as the Bioceanic Route.

We hope that the articles in this edition contribute to advancing discussions in the field.

Enjoy your reading!

The editors