

This issue of InterMeio is guided by a particularity, to publish articles that deal with the themes of Internationalization and Comparative Education. Given this, a set of texts can articulate and put to the reflection of our readers the dialogues and scientific reflections on the Other (the different) and the Others of ourselves, whose consequences are innovative in the field of education, comparative education, and the whole process of internationalization in which the InterMeio Journal has been inserting itself through the latest months. To this extension, this Dossier opens with the article **CROSSING THE OCEAN: CONTRIBUTIONS OF LEARNING BASED ON TEACHING BY INVESTIGATION IN THE PERCEPTION OF BRAZILIAN AND SOUTH AFRICAN TEACHERS**, in which Solange Wagner Locatelli; Leonardo André Testoni, and Angela Antoinette James involve us with the results of a research that investigated the Teaching by Research (TR) and its conditions to aid the professional learning of science teachers of the initial years of Elementary School of Early Childhood Education, both in Brazil and in South Africa. With this same exercise of comparison between Brazil and, particularly, Mexico, Vanessa Rosana Peluchen Camargo and Mary Angela Teixeira Brandalise presented the **EVALUATION POLICIES AND EDUCATIONAL ACCOUNTABILITY IN BRAZIL AND MEXICO: ANALYTICAL CONSIDERATIONS IN A COMPARATIVE CONTEXT**, highlighting core elements linked to educational

accountability in both countries. Methodologically a documentary study, the authors did not fail to consider the regulated politics from the performance of the State as a field of power and disputes. In the sequence **JORNADA ESCOLAR BRASILEIRA: ESTUDO COMPARADA INTRANACIONAL** incursion by intranational comparison operation, seeking the characteristics of the school days (partial and integral) of the initial years of elementary school in the municipal education networks of the Brazilian capitals. To this end, Cláudia da Mota Darós Perente and Daiane Gonçalves de Souza developed statistical data analyses, the same time, anchored in the techniques of documentary research, informed by the average of class hours, enrollments, partial and full-time establishments, daily and weekly workload and, beginning and end of the school day.

In another universe of comparison, Yudyth Marlene Revilla Hidalgo and Jesús Antonio Madriz Gutiérrez present **THE RESEARCH CENTERS IN THE AREA OF EDUCATION AT FRANCISCO DE MIRANDA NATIONAL UNIVERSITY IN VENEZUELA**. From the perspective of the authors, the Centers represent fundamental support for the implementation of the academic work of the University in question, based on teaching, research and extension productions, all developed within the basic principle that enhances the scientific, critical, and liberating thinking required by the social environment. Still, in this same country, Wilmara Soledad Borges and Freddy Rodríguez Acasio analyze the **UNIVERSITY EDITORIAL PRODUCTION IN VENEZUELA: PERSPECTIVES, REALITIES AND CHALLENGES** through the description of the practices related to university editorial production, in the context of the Falcón State. Supported by the hermeneutic phenomenological overview, they based on the vision and experiences of some social actors, directly involved with this process, through unstructured interviews. Ludwik Fleck stands out as one of the theoretical supports, in relation to the Thinking circles and to the subjective and interpretative role of the researcher as a coordinating agent of knowledge to be generated. In continuous flux we are involved in a series of interviews that analyze **EDUCATION AND DISRESPECT: THE DEGRADATION OF THE PUBLIC SCHOOL AS A SPECTACLE IN THE MASS MEDIA**, by Arthur Meucci. It is worth mentioning that it was a part of the material analyzed in doctoral research on the links between students and teachers in public schools, in an upscale neighborhood and in the periphery,

in the capital of São Paulo State, in line with the spectacular dissemination of news involving public schools made by journalistic programs with police themes transmitted by television stations in the city.

The editors