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The Revista On-Line de Política e Gestão Educacional, in its volume 25, n. esp. 7, features articles from several foreign universities that focus on the educational debate from various perspectives. In addition to presenting local contexts and the way different countries deal with the challenges facing their educational systems, it explores the issue of crossing borders, cooperation between countries, and the possibilities opened up through the adoption of an ever-increasing and more efficient virtualization of education systems, or at least part of them. A debate that also takes place in a world heavily affected by the consequences, and still exists, of covid-19, which forced the world to adapt quickly to deal with this threat.

Thus, by bringing light to an international debate, the journal reaffirms its commitment to international and quality scientific dissemination, seeking, through this confrontation, much larger borders than just physical ones, as there are also linguistic and cultural barriers. To collaborate so that science and education overcome international limits, bringing experiences from abroad to a comprehensively understandable and accessible format, through the internet, to Brazil, and also allowing the works carried out in the national territory to gain space in other countries, thus ensuring that scientific communication takes place and that on a truly global scale solution to problems that afflict different places and their education systems can be debated and new perspectives can be cast on these themes.

The mark carved on societies around the world by the covid-19 pandemic continues to be a relevant topic, both because of the ever-present threat that this disease continues to pose and because of the deep marks that forced isolation and the adoption of new systems have already caused in the world, that is why the theme is still debated in a very elaborate way in this edition, bringing visions of how this

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confrontation took place in countries other than Brazil and can shed new light on how to use the lessons learned and challenges that were imposed. Debates about the effects on the population, whether due to the difficulty of socialization, the need to maintain physical and mental health, or guaranteeing access to food and education during the isolation period, are addressed, and the ways of coping found, such as support groups, volunteering systems, online education systems, a transition, in some cases, almost complete with distancing education, are shown in their strengths and their failures so that it is possible to improve what was used in an emergency way for a component that improves people's quality of life and education.

On the issue of distance education, especially with the use of the internet and ICT, the approaches take not only the point of view of facing the pandemic but also seek, amidst the chaos of how these systems were established urgently, to elaborate on the lessons learned from this experience and begin to propose a way to adopt this education format more efficiently, whether by incorporating virtual teaching into regular classroom teaching, or even with the adoption and development of virtual teaching platforms that are effective and built from the lessons learned and mistakes to which students, teachers, schools and the general population were exposed during the period when digital education was the only viable option. These analyses seek to address a problem that has been debated for a long time about the incorporation, validity, and efficiency of digital/online media and platforms as a valid, and sometimes even better, way of educating oneself, because, even though the pandemic is what brought this subject to the forefront with force, the topic of distance education was already a “problem” that many countries and their researchers and educators were debating and, now, with the experiences taken from this period, it becomes possible to launch a new series of approaches and studies on this form of education and perhaps start a process that can lead to significant, and positive, changes in education systems around the world.

Also gaining relevance in this edition are the debates, in their various forms, on other aspects of digital inclusion in the world, many countries see themselves in an unstoppable movement of incorporation into a global communication system and wide exposure of their populations to different cultures, worldviews, and ways of living and interacting. Although in principle, this is treated as something positive by allowing communication between people not limited to geographic borders, in part, as we propose to do with the elaboration and dissemination in our journal, something that brings new possibilities and can greatly enrich the experience of a people, in addition to also paving the way for better preparation of people for the job market and for living together in the “global community”, where experiences, trends, ways of living and seeing the world are not developed only on a local scale, but rather through exchanges between people from different corners of the world, even so, the concerns that this “erasure” of borders can cause are also given light.

The debate about negative influences coming from online communities, people, or groups that may have intentions to harm countries, populations, or communities also gains space. Some situations are exposed in which influences, which occur due to this possibility generated by the online

environment, can lead to the erasure of certain cultural traits or even difficulties in living with traditional and local traditions and values in a forced and unnatural way, possibly to sublimate the notions of the culture of a people completely. In addition, situations in which people are influenced to act maliciously and harmfully against others, or even the development of xenophobic characteristics when finding online “bubbles” where only ideas of the genre are perpetuated and which seek to blind people to the larger reality, are also a concern. When dealing with these themes, so delicate, at the same time as so current, education is identified as one of the best ways to combat these processes that are perpetuated by misinformation and manipulation, therefore an education that is capable of dealing with the development of this type of environments and living systems becomes necessary, the issue of updating the educational system, teachers, teacher training systems are put in check, and new proposals and explorations of how to build an education relevant to the digital age are opened.

Thus, formation systems will also be the object of study throughout this edition to deal with a reality full of challenges and increasingly rapid changes. The proposals and analyses worked on seek to explore how students and teachers of all educational levels feel about the activities carried out the changes that have occurred throughout the pandemic, and also the process of accelerated digitization (not necessarily in the sense of distance education, but because of the increasingly widespread presence and use of tablets, computers, smartphones, digital teaching platforms, etc.) of the educational system, demonstrating the difficulties and progress being made, new teaching needs that include digital means and more efficient interactions between students and teachers that enable a more up-to-date, efficient and also human teaching.

With these reflections in place, the proposals for the increasing incorporation of a new model of teaching and teacher formation, and even the creation of new and differentiated educational systems, become a relevant agenda for debates, we invite our readers to also look into these thoughts throughout your readings in this issue, and we end this brief presentation and wish you a good reading.

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