

Introduction to the Dossier: A Critique to Political Economy, Labor and Education in Capitalism.

This dossier results from the academic-scientific articulation coordinated by the Labor Studies and Professional Qualification Laboratory (LABOR) of the Federal University of Ceará, reinforcing the articulation and nucleation of studies, research and scientific dissemination.

The interaction between these researchers, their research groups and their graduate programs, in articulations of joint work, common research and other shared academic activities, is based on the critical-social and emancipatory perspective of Education and its relationship with the social, economic, technological, political and cultural development of Brazil and the world. Therefore, the scientific production resulting from these studies, which is now brought to the public in this dossier, broadly contemplated the approach to Education, situated as a social complex articulated with the other social complexes (production, work, culture, politics, etc.), forming a contradictory and conflicting societal totality, concatenated as a unit, despite the apparent shattering of social forms and their cultural manifestations.

In this edition, one of the basic axes refers to the recent transformations of the Capitalist Mode of Production, both in its economic and societal aspects, expressed in general, educational, human formation and professional qualification policies. As an element of unity within the plurality of objects approached, one finds the critical, dialectical perspective, and the reference of Historical Materialism, as an analytical tool, and the concept of Integral Human Formation, as a reference for general and educational training processes in a strict sense.

Integral Human Formation, as a formative educational concept, elaborates the project of training the working human being beyond the limitations imposed by the bourgeois training project. If the bourgeois project hints at the possibility, albeit limited, of differentiated training for the elite and a subordinate and emasculating project for the development of the working classes, the concept of Integral Human Formation surpasses, in the fullest sense of dialectical overcoming (it denies and goes beyond, incorporating whatever exceeds), the capitalist formative model. This broad,

omnilateral, critical and radically humanizing perspective is expressed and developed as an analytical basis for several of the articles presented here.

On the other hand, schools and educational systems are not the only training spaces for workers. Various other fields of human activity are constituted in formative and, consequently, educational spaces. The educational phenomenon is thought of in the research and studies presented in this volume from a dialectical perspective, thus integrated with the broad social production and reproduction process. Therefore, strictly speaking, all social institutions and practices are understood as the *locus* of the educational process. Every social process and its practices develop knowledge and relationships between workers and between them and other social classes and institutions.

This edition also reflects, in a clear, deliberate, conscious and purposeful way, the particularly conflicting historical moment experienced by Brazilian and world society. More than just a conflictive period, the crisis of the previous Historical Bloc, which evidenced the political emergence of social and popular movements, among them the working classes of the city and the countryside, allowed the emergence of their reactionary contradictory alternative.

The conservatism of social elites was strained by political action and by propaganda financed with funds from plutocratic groups from the right in the USA and Brazil, massified by the media and digital social networks, engendering the rise of a fascist right. This Tupiniquim fascism, not only Brazilian, but Latin American and even globalized, has led to marginal political factions that, not so long ago, were not supposed to be plausible, that seek to implement openly reactionary public policies, in various social and economic flanks. With this reactionary emergency, the permanence (feedback, induced and propagated) of racism, misogyny, intolerance regarding the options of gender, sexuality, religious creed, among other important issues, was evidenced.

The studies represented in these texts highlight the importance of an alternative to the way of organizing the production of life, work, the educational process in general, and the school, among other spaces, institutions and social processes as fields of resistance to control over knowledge, ideological restraint distilling hatred and intolerance that has gained evidence in recent years, and against which it is necessary to resist. Thus, Revista Labor assumes its critical and engaged character, as a

founding and necessary condition for a truly emancipatory academy and social science, focused on the full development of the human being, which implies the necessary criticism to everything that hinders or combats the project of integral development of the humanizing potentials of each social group or class, with its culture and its particularities.

The critical and emancipatory perspective of the magazine, expressed in its editorial, also includes analyzes of human formation and its expressions and manifestations in social fields such as work, economic-social and cultural development, law, work psychology, general sociological studies as well as sociology of work studies, including the fields of social service and public policies, with their areas and subareas of study. The present dossier also incorporates these varied analytical productions, assuming a multidisciplinary and plural nature, allowing for a rich overview of the complexity of the social processes underway in the country and in the world.

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