



ELISETE ALVARENGA, 2000

PRESENTATION

With the publication of its issue number 13, *Interface: Comunicação, Saúde, Educação* invites its readers to reflect on Education in times of change. It gives a well presented set of contributions, which, in their different ways and their different possibilities of liberating and educational practice, have the endeavor to build innovative reflections and experiences as their common ground, with all the wealth that the word innovate implies in challenging us to think of Latin American circumstances.

Beginning with the section Creation, which always encourages us, I emphasize a fragment which brings us close to the idea of innovation as a break, as an alternative to change... *"The glances come and go. A two-way street. When they cross and meet, they interact. (...) Internal and external worlds that talk to each other and, in engaging in this dialog, drive the mind and body forward, together in a new praxis..."*

In the complex context of Education, this issue of *Interface* is divided into four parts, as its organizing arrangement. A broad discussion of the ability to change at a European university, its present role in society, putting the entire course to be traced into context, seeking equity, better professional qualifications and participation by the community in the building process. The central matters in Higher Education in the Healthcare professions, emphasizing the experiences of the different UNI projects undertaken in Brazil and in other Latin American countries, which have been developing and/or transforming the political and teaching models of the institutions forming part of the Projects' courses. The central texts discussing Education and its context of change within the scope of the attitude of the NGOs/Aids in Brazil, using information technology and communication over the Internet, in the profession of Nursing in the Family Healthcare Program and the ability of preventive work with regard to violence. A controversial debate on the abilities and limits of teaching innovation, understood as being a break of the paradigm, faced with and *"heedful of the dilemmas and impasses of our historical time and the understanding that education is associated with social practice"*.

I also emphasize, in this issue, a discussion on Public Health graduation studies, projecting points of reflection, and the presence of articles with a qualitative approach, which, in different ways, prepare a compact *"reflection on the symbolic size of the action of the projects and the complexity of social relationships"*, contributing widely to the building of knowledge, breaking the hegemony of a single scientific production model.

The reflection expressed here enables us to travel as critical and analytical agent of present-day educational policy and to seek innovative energy, to *"legitimize alternative forms of knowledge as well as to dare to walk in the subjectivity of frontiers"*.

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