

## EDITORIAL

This proposal for a thematic number seeks to contribute to the discussions on social justice and mathematics education. We aim to highlight the research works being developed by some Brazilian researchers on the subject. The perspectives of the educator Paulo Freire on the dynamics of power between the oppressed and the oppressors are always debated in the Brazilian educational context, and denotes the search for liberation through social and political movements that influence the scientific production in mathematics education. From this context, this monograph offers researchers results of empirical research or theoretical essays, based on the commitment to social justice and aimed at understanding the formation of a critical, solidary and liberated subject. The articles present discussions about: critical realism to investigate the relationship between a mathematics classroom and the social context; statistical literacy; inclusion of people with disabilities at school; the inclusion of strategies to rescue African mathematics; the linguistic and cultural forms of production of mathematical knowledge; initial mathematics teacher education; education in settlements of the Landless Rural Workers Movement (MST); youth and adult education; and learning geometry with dynamic geometric environment with touchscreen (DGRwT). The diversity of the themes explored makes it possible to reflect on different contexts in which mathematics education occurs and highlights the possibilities of developing teaching and research activities that favour equity and social justice. Thus, the present volume allows the reader to broaden the knowledge about the relationships that mathematics education establishes with social, economic and political issues in order to perceive its democratising potential, capable of contributing to the processes of cultural and social changes.

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