

Izabel dos Santos was interviewed by *Trabalho, Educação e Saúde* in 2004, in volume 2, issue 1, and, in that same edition, part of her career in health was affectionately restored by Rita Sorio, in the Memory section. The journal was but in its beginning, and aimed to consolidate a space for academic discussion that would encompass education in its relation to work in health.

This editorial proposal meant the certainty that Izabel was necessary for us. The word 'necessary' highlights, therefore, our recognition that, in spaces where health education is discussed, it is imperious to refer to the work and knowledge disseminated by Izabel.

Abridging Izabel's pioneering spirit and commitment in formulating, implementing, and transforming the training policies for middle-level health workers would be an impossible task. The space of this editorial is also not enough to discuss her permanent certainty with regard to the roll played by health workers, always based on the viewpoint that "no one is incapable of learning, rather there are mistakes in certain proposals."

These are not our purposes here. However, we once again point out the need to revisit Izabel's militancy, especially for readers who did not know her. After all, it is based on the struggle of professionals of the likes of Izabel dos Santos that one can weave the history of workers and work – in health and education.

Volume 8, issue 3 of *Trabalho, Educação e Saúde* opens with an essay written by Henrique Amorim. A critique of Marxist theory and, in particular, of work as a category that is central to understand the contemporary capitalistic societies, coupled with the appropriation of immaterial work as a productive force, are the axes of the author's analysis in *Centrality and immateriality of labor: social classes and political struggle*.

In the Articles section, two texts prioritize health work as the core of questioning. In the first, Alexandre Santos and Raquel Maria Rigotto's *Territory and territorialization: incorporating the production, labor, environment, and health relations in Primary Health Care*, the territory is understood as the space of social dynamics and of the production of the health-disease relations and, based on this perspective, their connections with the interventions guided by primary care are discussed critically. In the second, *The meaning of labor for the adolescent worker*, Catarina Rizzo and Edna Maria Chamon present a qualitative survey carried out to investigate the meaning of work among adolescents.

Understanding the specifics of the rural population insofar as feeling healthy or ill is concerned and, in particular, the subjective dimensions that comprise the production of the narrative about this experience is the main objective of Deise Lisboa Riquinho and Tatiana Gerhardt's *The transitory states of health and disease: the construction of the individual and collective daily life in a rural community*.

The inclusion of dentistry in the Single Health System (SUS) has increased in the last decade, but training in this area remains strongly directed towards clinical work. Therefore, with this context as a backdrop, Luiz Roberto Augusto Noro and Sara Melo Torquato's *Perceptions on the learning of Collective Health and the SUS among students who were completing the college of Dentistry* presents the results of an investigation that questions how these health workers see themselves in their relationship with the SUS and their understanding of public oral health. The continuity of the questioning about training in dentistry can be found in Mirelle Finkler *et al.*'s *Ethical professional education: a commitment based on the curricular guidelines?*, in which the authors approach the imbrications between ethics and professional training in the context of the implementation of the National Curriculum Guidelines in Brazilian Higher Education. The authors point to the need to think of an ethical education together with a redescription of the educators' performance in order to compose a socially relevant qualification, one that is in opposition with the technicality/mechanism that predominates in the teaching of dentistry.

The oral health issue is retaken in this issue, in Maria Eliana Oliveira Sá *et al.*'s article, this time focusing on the work of the middle-level professional. Thus, the authors establish a dialogue in the spaces of professional practice of oral health technical professionals with users, technicians and supervisors to map issues at the interface of work and training. The results of the survey are in *The attributions of the oral health technician: practice systematization*.

Completing the article section, we have Cleci Körbes and Noela Invernizzi's *Non-formal education on assisted reproduction: scientific divulging in the Folha de S.Paulo newspaper*. Education through the media has been analyzed in several scientific publications. Here, the authors will show that it is necessary to observe, critically, the construction of new conceptions on health care technologies, such as assisted reproduction, which have been promoted by the media. Based on the results attained in the survey, we underscore the lack of discussions surrounding the relations of social inequality and access to health and the private emphasis that is given to treatment in these news pieces.

In this issue, in the Debate section, *Trabalho, Educação e Saúde* publishes a discussion on neuroscience aiming to map the relationship of these subject areas with the work in education and health. The authors' reasoning highlights the appearance of concepts and practices about the body, brain, mind and the subject in its connection with the modern forms of knowledge and work. Therefore, the set of articles written by Alfredo Pereira Jr.; Monah Winograd; Fernanda Antoniolo Hammes de Carvalho; Laymert Garcia dos Santos, Rafael Alves da Silva and Pedro P. Ferreira; and

Rogério Lopes Azize – researchers who study distinct theoretical perspectives –, shows not only the merit of the theme for the analysis of the field of education and health, but also the need to deepen the matter, in its epistemological, historical, and sociological dimensions.

In the Account section, *Sites on drugs of abuse: resources for assessment*, by Vagner Santos *et al.*, positions itself critically in the scenario in which autonomy in learning and access to knowledge over the Internet gain space. It also shows the production of a protocol that helps identify greatly valuable sites on the issue.

In this issue, Gracia Gondim interviews Luiz Odorico Monteiro de Andrade. The theme of conversation was the integration of health surveillance in primary care. Based on his extensive experience as SUS manager, Odorico broadens our view on this and other challenges the health area is coming up against.

Two reviews close this issue: the first, by Dermeval Saviani, reflects on Marise Ramos' book titled *Trabalho, educação e correntes pedagógicas no Brasil: um estudo a partir da formação dos trabalhadores técnicos da saúde* (Work, education, and educational lines in Brazil: a study based on the training of technical health workers). The second, by Henrique Caetano Nardi, helps us read Edgardo Castro's *Vocabulário de Foucault: um percurso pelos seus temas, conceitos e autores*.

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