

In this issue of the magazine *Trabalho, Educação e Saúde*, the essay “Determination, History and Materiality,” by Virginia Fontes, criticizes, concurrently, the forms of determinism that are dominant today and postmodern thought, such as prohibitions on conscious and effective intervention in the historical process. For the author, such criticism requires re-thinking, necessarily together with historical and dialectic reflection, and contemporary capitalism.

In the articles section, the education of the health employee is the focus of three texts with very different but complementary perspectives. In the first article, entitled “The Identities of the Nurses in Scenarios of Changes in the Curriculum of Nursing Education,” by Rogério Renovato, Maria Helena Bagnato, Lourdes Missio, and Greicelene Bassinello, the authors start from a historical analysis to conduct a reflection from which articulate curriculum proposals, conceptions on which are structured health care practices, and the construction of nurses’ identities, as well as the meanings of this dynamic for the configuration of subjectivities of these professionals. In the second article, by Ana Lucia Abrahão e Luan Cassal, “Paths to the Integrality of Mid-level Professional Technical Education in Health,” the authors present a theoretical discussion based on an important concept in public health, integrality, questioning the relationship between the concept and professional education in health. In the third, “Espirais D’Ascese: Training for Managing Teams and Groups in Primary Health Care,” by Ana Maria Franklin de Oliveira and Jair Franklin de Oliveira, the focus moves from the field of education to professional formation, contextualized in the development of health work. The basic question of the article unfolds from the analysis of selected cases and it is created around the possibilities of the appropriation of a method – Espirais D’Ascese –, derived from the Paideia method, to simultaneously train/qualify the management and realize the purpose of making health services an area of production of health for users and workers.

The concern with the production of health, in this case the teachers’ health, also permeates the discussion of the article by Gideon Borges dos Santos, entitled “Teachers and their Escape and Coping Mechanisms.” Consistent with psychodynamics, the theoretical basis on which it is based, the author investigates ways in which teachers implement strategies to maintain psychic equilibrium in a stressful daily work environment, and makes us aware of the repercussions of this movement about the educational process.

The article by Marília Borborema Cerqueira, Maria Patrícia Silva, Zaida Ângela Crispim, Élika Garibalde, Eveline Castro, Daiane Almeida, and Fabiano Maynard brings to the field of research a frequently valued but not confronted goal: getting to know the ramifications of specific processes of professional formation by the insertion of ex-students in the world of work. Thus the article “The Graduate from the Technical School of Health of Unimontes: Getting to know your Reality in the World of Work,” allows us to think about

how mid-level technical workers who graduated in this institution understand the relationship between their studies and the ways in which they relate to work in healthcare, producing knowledge that is relevant to the permanent movement to rethink oneself, that characterizes education.

The context in which the expansion of the experiences that can be categorized as popular economy is generated, its uniqueness in terms of producing forms of organizing work and working relations, and also their changes on the process of popular education is the main for discussion from which Ana Maria Santos and Neise Deluiz put up the discussion of the article "Popular Economy and Education: paths of a waste recycling cooperative in Rio de Janeiro." It is the complexity of this experience and the multiplicity of meanings associable to it that stands out as a contribution to think about the ways in which it enables citizenship in the world today. It is on the track of the discussion about citizenship and social rights that fits Felipe Machado's text, "The Right to Health at the Interface between Civil Society and State" in which the important subject of healthcare as a right is taken, especially from a theoretical review and the discussion of the results of a study that establishes a dialogue around the concepts on the right to health care of key players in the current configuration of the sector, the health advisors.

This issue of the magazine brings a report, "Technical Training of Indigenous Community Health Agents: an Experience Under Construction in Rio Negro," by Luiza Garnelo, Eson Rocha, Paulo Peiter, Sully Sampaio, Elciclei Santos, Ana Lúcia Pontes, and Anakeila Stauffer, that puts us before an experience that helps to overcome major challenges: the training of health agents at the interface with the particularities of the social organization of indigenous peoples and the commitment to promote education coupled with higher education.

In the interview of this issue, with Professor André Malhão, we have the opportunity to revisit the subject of professional education in health in order to articulate public policies of education and health, with emphasis on understanding the state's actions in societies, such as the Brazilian society, which is marked by contradictions.

Finally, also available to the reader are Eliza Bartolozzi Ferreira Eliza's reviews on the book *Políticas públicas educacionais* (Education Public Policies), and Fabiane Santana Previtalli's reviews regarding the work *Capitalismo, Estado e Educação* (Capitalism, State, and Education).

*Isabel Brasil Pereira*

*Angélica Ferreira Fonseca*

*Carla Macedo Martins*