



Editorial

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This is the twentieth volume of the *Cadernos de História da Educação* and represents twenty years of publication of the journal, from 2002 to 2021. In the present volume, which also inaugurates the continuous publication mode, a total of 58 contributions have been published, specifically, 1 special article, 7 articles in a dossier, 36 articles in continuous flow, 1 translation; 1 communication, and 12 reviews.

The special article is entitled “Scientific editing and encouraging research in the field of education: the path of the periodical *Cadernos de História da Educação* (2002-2021)”. It was written by members of the Editorial Commission and presents the current situation of the journal, its evolution over time, and the main challenges currently faced.

“Traces that leave traces: personal files in the present” is the title of the dossier published, which was organized by the researchers Maria Teresa Santos Cunha and Doris Bittencourt Almeida. In addition to the presentation, it gathers seven articles written by Brazilian and foreign authors. The foreign authors are affiliated with higher education institutions based in Spain and Italy.

A total of 36 articles were published in continuous flow in the present volume, with Brazilian and foreign authors from different higher education institutions of Brazil and abroad.

The translation published was through intermediation of Norberto Dallabrida and is entitled “Reinventing cohesion to ensure the legitimacy of his education reform proposals: the example of the International League for New Education (LIEN)”, written by Laurent Gutierrez of the Universidade Paris Nanterre, France.

The communication is entitled “The technical and theoretical constitution of the Tatu Digital Repository” and deals with an initiative developed within the research project “Education, History, and Policies in the area of influence of the Universidade Federal do Pampa” and refers particularly to the process of creating and developing a digital repository.

There are also 12 reviews in this volume, dealing with original works that have recently been published in the printed or digital format, which attests to the strength of the area of History of Education at this time.

The articles published in the present volume represent the work of 105 authors. Most of them are Brazilian, from different higher education institutions from diverse regions, states, and cities of Brazil. There are authors from seven different countries abroad: Italy, Spain, Portugal, France, Chile, Argentina, and Uruguay.

The effort of bilingual publication of the articles was successfully maintained, aiming at increasing the number of readers in different countries and academic traditions, so as to be able to collaborate with the process of internationalization of the journal and its receivability in countries that do not have Portuguese or Spanish as a main language.

We conclude by reiterating our most sincere appreciation to the members of the Editorial Commission and Editorial and Advisory Boards; to the associate editors for English, Spanish, and Portuguese (except Brazil) language; and to the authors who were able to translate their texts to English.

Furthermore, we acknowledge the support provided by the University Publisher and, more recently, by the Library, as well as the School of Education of the *Universidade Federal de Uberlândia*. In addition, we note the important resumption of support provided by the *Fundação de Amparo à Pesquisa do Estado de Minas Gerais* (Fapemig).