



## Editorial

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In 2024, we published the twenty-third volume of *Cadernos de História da Educação*, in which there are 69 contributions, distributed as follows: 01 special article; 02 translations; 50 articles in continuous flow; 16 reviews.

The special article entitled “Nolfa Ibáñez and her concern for inclusion and interculturality in education”, by Jaime Caiceo Escudero, from the University of Santiago de Chile, points out that the concern for inclusion in education has been recurrent over the last thirty to forty years, both internationally and nationally, because in today's culture it is not possible to accept the segregation of babies, children, adolescents and young people when they enter nurseries, schools, high schools or colleges because of their socio-economic situation, their ethnicity or their physical or mental condition, whether transitory or permanent.

Also included in this volume are two translations from French into Portuguese by authors of recognized importance in the field of History of Education. Firstly, the article entitled “A History of Education without Jules Ferry”, by Anne-Marie Chartier, from the Rhône-Alpes Historical Research Laboratory in France. Secondly, the article entitled “Regimes of truth in tension in the field of educational science (French-speaking Switzerland, 1910-1920)”, by Frédéric Mole, from the University of Geneva in Switzerland. With regard to these two translations, we are grateful for the valuable intermediation of Prof. Dr. Norberto Dallabrida, from the State University of Santa Catarina, in his role as associate editor for French-speaking countries at *Cadernos de História da Educação*.

As for the articles in continuous flow, 50 original texts are published in bilingual versions, covering various themes in the field of History of Education. At the end of this volume there are 16 reviews of recently published works, in print and/or digital format. Undoubtedly, the continued publication of this robust number of texts in Cadernos de História da Educação reiterates the perception of the strength achieved and maintained by publishing in History of Education today.

This 2024 volume features 126 authors from 68 different Brazilian and foreign higher education and research institutions, which attests to the breadth of the Cadernos de História da Educação journal in national and international terms. In addition to authors from all over Brazil, this volume includes authors from other countries, notably Argentina, Chile, France and Switzerland.

Successfully, the effort to publish articles in bilingual format was maintained, with a view to increasing the number of readers in different countries and academic traditions, in order to collaborate with the process of internationalizing the journal and research in the History of Education and its reception in countries that do not have Portuguese or Spanish as their main language.

We would like to thank the members of the Editorial Committee and the Editorial and Advisory Boards, the associate editors for English, Spanish, French, Italian and Portuguese and the authors who were able to translate their texts into English.

We would like to highlight the support provided by the Federal University of Uberlândia, through its Periodicals Portal and the Periodicals Support Sector installed in its Faculty of Education, as well as, above all, the continuity of the important aid from the Minas Gerais State Research Support Foundation (Fapemig), within the scope of the Program to Support Scientific and Technological Publications and Actions Aimed at Disseminating the Results of Research in the State of Minas Gerais (APQ-04913-23).

Finally, we must pay our most sincere tribute to two esteemed colleagues and collaborators of many years of the Cadernos de História da Educação, Prof. Dr. Romana Isabel Brázio Valente Pinho and Prof. Dr. Sandra Cristina Fagundes Lima, both of whom had academic careers at the Federal University of Uberlândia, who unfortunately left us at a young age in 2024.

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**Chairman of the Editorial Board**  
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