



Editorial

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In this year of 2025, we published the twenty-fourth volume of *Cadernos de História da Educação*, which contains 53 contributions, distributed as follows: 1 interview; 1 dossier with 6 articles; 40 articles in continuous flow; and 6 reviews.

The interview was conducted with Chair Professor Justino Magalhães, from the University of Lisbon (Portugal), an experienced researcher in the History of Education, who has strong links with researchers working on this topic in Brazil. The dossier entitled “Syllabaries for the teaching of reading and writing here and overseas (16th-20th Centuries)” was organized by Claudia Panizzolo, from the Federal University of São Paulo (Brazil), and Juliano Guerra Rocha, from the Federal University of Juiz de Fora (Brazil), and consists of six articles by authors from Brazil, Portugal, and Italy.

As for articles in continuous flow, 40 original texts have been published in bilingual versions, covering various topics in the field of History of Education. At the end of this volume, there are six reviews of recently published works. Undoubtedly, the continued publication of this significant number of texts in *Cadernos de História da Educação* reiterates the perception of the strength achieved and maintained by research and scientific dissemination in the history of education today.

In this 2025 volume, there are 89 authors, 78 Brazilian and 11 from other countries. In institutional terms, 57 different higher education and research institutions participated, 48 from Brazil and 9 from abroad. In addition to authors from different regions of Brazil, this volume includes authors from different countries, notably Chile, Cuba, France, and Italy. This information attests to the breadth achieved by the journal *Cadernos de História da Educação* in national and international terms.

The effort to publish articles in bilingual versions was successfully maintained, with a view to expanding the number of readers in different countries and academic traditions, in order to contribute to the internationalization of the journal and research in the History of Education and its reception in countries where Portuguese or Spanish is not the main language. In this vein, texts were published in bilingual versions, namely: Portuguese/English; Italian/Portuguese; French/Portuguese; Spanish/English. The reviews included texts in Portuguese and Spanish.

We would like to reiterate our thanks to the members of the Editorial Committee and the Editorial and Advisory Boards, as well as the associate editors for the English, Spanish, French, Italian, and Portuguese languages, for their support of the journal's initiatives.

We would like to highlight the support provided by the Federal University of Uberlândia, through its Journal Portal and the Journal Support Sector installed at the Faculty of Education, as well as the important continuity of support 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), particularly with regard to the translation of the articles published in this volume.

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