



Scientific editing and encouraging research in the field of education: the path of the periodical *Cadernos de História da Educação* (2002-2021)

Edição científica e estímulo à pesquisa no campo da educação: o percurso do periódico *Cadernos de História da Educação* (2002-2021)¹

Edición científica y estímulo a la investigación en el campo de la Educación: el trayecto del periódico *Cuadernos de Historia de la Educación* (2002-2021)

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Abstract

This is an analysis of the first twenty years of publication of the scientific journal *Cadernos de História da Educação*, from 2002 to 2021. It has been the initiative of a group of researchers of the Study and Research Group in History and Historiography of Education of the Graduate Studies Program in Education of the School of Education of the *Universidade Federal de Uberlândia* (UFU) in the state of Minas Gerais, Brazil. This article provides general information regarding the journal, elements of its current situation, basic history, articles and dossiers published, languages of publication, countries and combinations of countries studied, institutional affiliations of authors, and historical periods examined. The article concludes by indicating the main advances achieved over the years and the challenges for continuity and for increasing the quality of the journal.

Keywords: history, education, scientific publishing, *Cadernos de História da Educação*

Resumo

Trata-se da análise dos primeiros vinte anos de publicação do periódico científico *Cadernos de História da Educação*, entre 2002 e 2021. Iniciativa de um conjunto de pesquisadores do Núcleo de Estudos e Pesquisas em História e Historiografia da Educação, do Programa de Pós-Graduação em Educação, da Faculdade de Educação, da Universidade Federal de Uberlândia (UFU), com sede no Estado de Minas Gerais, no Brasil. Neste artigo são apresentadas informações gerais sobre o periódico, elementos de sua situação atual, histórico básico, artigos e dossiês publicados, idiomas de publicação, países e combinação de países estudados, vinculações institucionais dos autores, épocas históricas abordadas. Ao final, estão apontados os principais progressos obtidos ao longo dos anos e os desafios para a continuidade e para o incremento da qualidade do periódico.

Palavras-chave: História, Educação, Edição científica, *Cadernos de História da Educação*.

Resumen

Se trata de un análisis de los primeros veinte años de publicación del periódico científico: Cuadernos de Historia de la Educación, entre 2002 y 2021. Iniciativa de un conjunto de investigadores del Núcleo de Estudios e Investigaciones en Historia e Historiografía de la Educación del programa de Posgrado en Educación, de la Facultad de Educación, de la Universidad Federal de Uberlândia (UFU), con sede en el Estado de Minas Gerais, en Brasil. En este artículo son presentados aspectos generales sobre el periódico, informe de su situación actual, histórico básico, artículos y dossieres publicados, idiomas de publicación, países y combinación de países estudiados, vinculaciones institucionales de los autores y épocas históricas abordadas. Finalmente, se señalan los principales progresos obtenidos a lo largo de los años y los desafíos para la continuidad y el incremento de la calidad del periódico.

Palabras clave: Historia, Educación, Edición científica, Cuadernos de Historia de la Educación.

The journal *Cadernos de História da Educação* was first published in 2002. The twentieth volume was published this year, 2021, upon commemorating twenty years of existence. This endeavor has been a result of the efforts of a group of professors and researchers that compose the Study and Research Group in History and Historiography of Education (*Núcleo de Estudos e Pesquisas em História e Historiografia da Educação*) of the Graduate Studies Program in Education of the School of Education of the *Universidade Federal de Uberlândia* (UFU) in the state of Minas Gerais, Brazil.

This article provides general information regarding the journal, including elements of its current situation, basic history, articles and dossiers published, languages of publication, countries and combinations of countries studied, institutional affiliations of authors, and historical periods examined. The article concludes by indicating the main advances achieved over the years and the main challenges for continuity and for increasing the quality of the *Cadernos de História da Educação*.

Current situation and historical path

Currently, the journal has fixed sections for publication of articles, reviews of recently published books, and documents of interest for the History of Education. In addition, thematic dossiers are frequently published addressing specific topics under the coordination of one or two researchers in the area of History of Education, with authors necessarily affiliated with institutions in Brazil and abroad. Interviews with prominent researchers may be published in the area of Education, History, and especially History of Education.

Articles in Portuguese and Spanish have been published since the beginning of publication. In 2009, the journal began to publish articles written in French and English. In 2014, Italian was added as an official language of the journal. In 2019, the standard became publication of articles in a bilingual edition, in the original language and in English, which was consolidated in 2020 and currently proceeds. In cases in which the original language is English, the version in Portuguese can also be published. To the extent possible, the aim is to always have versions published in Portuguese or Spanish, the languages of easiest and most frequent access for most of the readers of the journal. In any case, however, it is necessary for the articles published to have titles, abstracts, and keywords in English and in Spanish. Sometimes, translations of important texts are published beyond the area of History of Education that are not available in Portuguese, mentioning the original publication.

The journal is indexed in the *Bibliografia Brasileira de Educação* (BBE) of the Brazilian Ministry of Education; in the Directory Indexing of International Research Journals (Citefactor), maintained in collaboration by institutions of Canada and the United States; in the *Fundación Dialnet* (Dialnet) of the *Universidad de La Rioja* in Spain; in the Directory of Open Access Journals (DOAJ) maintained by Lund University in Sweden; in *Educ@. Publicação On Line de Educação* (Metodologia Scielo) of the *Fundação Carlos Chagas* in Brazil; in the *Portal de Periódicos da Coordenação de Aperfeiçoamento de Pessoal de Nível Superior* (Capes) of the Brazilian Ministry of Education (*Ministério da Educação* - MEC); in the ProQuest Education Database based in Ann Arbor, Michigan, in the United States; in the *Repertório Científico de Acesso Aberto de Portugal* (RCAAP) in Portugal; in the *Sistema Regional de Información em Línea para Revistas Científicas de América Latina, el Caribe, España y Portugal* (Latindex) based at the *Universidad Nacional Autónoma de México* (Unam); in the *Sumários de Revistas Brasileiras* (Sumários.org) maintained by the *Fundação de Pesquisas Científicas de Ribeirão Preto* (Funpec-RP) in Brazil; and in *Periódicos de Minas - Portal de Periódicos Científicos e Tecnológicos do Estado de Minas Gerais*, maintained by the *Fundação de Amparo à Pesquisa do Estado de Minas Gerais* (Fapemig).

In addition, the journal is preserved in the *Rede Cariniana*, maintained by the *Instituto Brasileiro de Informação em Ciência e Tecnologia* (Ibict), linked to the Ministry of Science, Technology, and Innovation (*Ministério da Ciência, Tecnologia e Inovações - MCTI*) in Brazil; in the Keepers Registry maintained by the University of Edinburgh in Scotland, UK, in partnership with the International Standard Serial Number (ISSN) in Paris, France; and in the Public Knowledge Project (PKP) linked to the Open Archives Harvester.

Since 2008, the journal has been classified in the A2 stratum of the education area of Qualis/CAPES, which is the second highest stratum of a scale with eight levels of classification and which subsidizes the process of evaluation of graduate studies programs in education in Brazil. In addition, since 2020, the journal has been classified at level A, the highest level, in evaluation carried out by the *Agenzia Nazionale di Valutazione del Sistema Universitario e della Ricerca* (Anvur) in Italy, accessed through <https://www.anvur.it/>.

Since 2017, the journal has come to work with associate editors, by language, namely, for Portuguese language countries, except Brazil, colleagues from Portugal, Prof. Dr. Joaquim Pintassilgo (*Universidade de Lisboa*) and Prof. Dr. Luís Alberto Marques Alves (*Universidade do Porto*); for English language countries, colleagues from the United States, Prof. Dr. Karl Lorenz (Sacred Heart University) and Prof. Dr. Noah W. Sobe (Loyola University Chicago); and for Spanish language countries, colleagues from Spain, Prof. Dr. Antón Costa Rico (*Universidade de Santiago de Compostela*) and Prof. Dr. Miguel Somoza Rodríguez (*Universidad Nacional de Educación a Distancia*). The collaboration of these colleagues has favored an increase in the process of internationalization of the journal.

Currently, the Editorial Board of the journal, which is dedicated to the establishment of publishing policies, to sending proposals of publication, and to issuing of opinions, is composed of 37 researchers from Brazil and abroad, coming from 14 countries, namely, Germany, Argentina, Belgium, Brazil, Canada, Chile, Spain, the United States, France, Italy, Mexico, Portugal, the United Kingdom, and Uruguay. In addition, the Advisory Board, which is mainly directed to issuing opinions regarding the publication proposals received, is made up of 44 researchers, mainly Brazilians, but also from abroad, notably from Argentina, Spain, and Portugal.

In historical terms, the emergence of a research group in History of Education at the *Universidade Federal de Uberlândia* at the beginning of the 1990s led to the creation of a line of research dedicated to the History and Historiography of Education in the sphere of the Graduate Studies Program in Education of the *Universidade Federal de Uberlândia* (UFU). Both initiatives in the area of History of Education led to the need for publication of the results of research achieved. Up until that time, scientific production was conveyed mainly in the *Boletim do Centro de Documentação e Pesquisa em História da UFU* (Cdhis/UFU), but, as time went on, the volume of publications exceeded the capacity of that *Boletim*, which enabled the creation of the journal *Cadernos de História da Educação* in 2002.

At first, the periodical was to simply be a channel for publication of the results of investigations developed by researchers of UFU. That objective was soon abandoned, due to the emergence of a complex system of evaluation of journals, called *Qualis*, developed in the scope of Capes, which is the government agency responsible for evaluation of graduate studies in Brazil.

Thus, the journal sought to meet the quality criteria coming from *Qualis/Capes*, specifically those established by the area of Education, which allowed it to achieve positive evaluations in a short time, such that in 2008 the journal was classified in the A2 stratum of Qualis/CAPES (Education Area) on the following scale: C (lowest), B5, B4, B3, B2, B1, A2, and A1 (highest).

The journal, up to the present time, has maintained the A2 classification. However, from 2020 to 2021, there were changes in the evaluation system, with adoption of the quality standard linked more directly to the citation index, with a new evaluation scale, namely: C (lowest), B4, B3, B2, B1, A4, A3, A2, A1 (highest). The results are expected to be disclosed at the beginning of 2022.

In terms of frequency of publication, from 2002 to 2008, publication was annual, which passed to twice a year in 2009, and to every four months in 2015. Beginning in this year 2021, the continuous publication format has been adopted, which aims at providing greater speed in the process of submission, evaluation, and publication of proposals in the journal. Currently, the journal publishes from 45 to 60 articles annually, and also includes documents of historical-educational interest and reviews of books recently published in the area of History of Education.

Since 2008, the issues of the journal have been fully published on Internet through the Brazilian version of the Open Journal System (OJS), available at the following address: <http://www.seer.ufu.br/index.php/che/>, which remains until now. It is important to highlight that since 2008, all the volumes published by the journal are complete and fully in the open access modality on the page of the journal on the OJS.

Since the beginning of its publication, *Cadernos de História da Educação* has had the support of the publishing arm of the *Universidade Federal de Uberlândia (Editora UFU - Edufu)*. In 2010, it also gained the support of Fapemig, which was maintained for the 2020-2021 two-year period. As of 2021, the journals published by UFU changed from being linked to Edufu to being linked to the UFU Library.

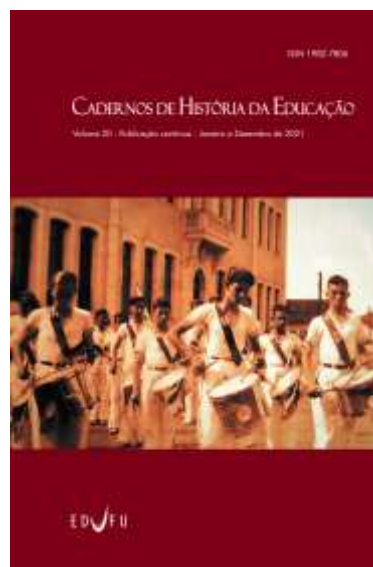
The graphic design of the cover lent identity to the journal from the beginning of its publication, whether by the format at the time of the printed version that is larger than usual, or by inclusion of a photo image on the cover linked to historical-educational moments of the Minas Triangle (*Triângulo Mineiro*) and Alto Paranaíba region in Minas Gerais, Brazil.

In that respect, the photos showed the universality of the phenomenon of schooling, without failing to make reference to the place of origin of the journal. That way, a graphic design prevailed in the first ten years of the journal. Then, another design was implemented, without, however, losing the original identity, as can be seen in **Figures 1** and **2**.

Figure 1 – Cover of Volume 1, Number 1, January to December 2002 of the journal *Cadernos de História da Educação*.



Figure 2 – Cover of Volume 20, 2021 (continuous publication) of the journal *Cadernos de História da Educação*.



Articles and dossiers: quantities, languages, countries, authors, institutions, and historical periods

In these first twenty years, the journal published 653 articles, 500 of them in continuous flow, and 153 of them in 26 different thematic dossiers, as shown in **Tables 1** and **2** below.

Table 1 - Articles published in *Cadernos de História da Educação* (2002-2021)

Volume	Year	Articles (continuous flow)	Articles (dossiers)	Subtotal
1.	2002	23	00	23
2.	2003	5	10	15
3.	2004	4	12	16
4.	2005	16	00	16
5.	2006	4	08	12
6.	2007	14	00	14
7.	2008	11	08	19
8.	2009	28	00	28
9.	2010	31	00	31
10.	2011	29	06	35
11.	2012	34	00	34
12.	2013	33	05	38
13.	2014	26	11	37
14.	2015	33	17	50
15.	2016	32	18	50
16.	2017	35	11	46
17.	2018	29	16	45
18.	2019	32	12	44
19.	2020	45	12	57
20.	2021	36	07	43
	Total	500	153	653

Table 2 - Thematic dossiers published in *Cadernos de História da Educação* (2002-2021)

Year	Number	Titles of dossiers published
2003	1.	History of School Institutions I
2004	2.	History of School Institutions II
	3.	History of School Subjects
2006	4.	Urban Times, the Place of the School and Culture in the Portugal-Brazil-Area: institutional, axiological, cultural, and symbolic dynamics and teacher training
	5.	Educational and Teaching Press, Popular Education, and Formation of the Pedagogical Field in the First Half of the Twentieth Century
2008	6.	History of Education in Minas Gerais: recent investigations
2011	7.	Research in History of Education in an International Perspective
2013	8.	Instruments of didactic work
2014	9.	Teaching History of Education in the Portuguese-Brazilian area: institutional pathways, curricula, and disciplinary manuals
	10.	Lay and religious dimensions in the Portuguese-Brazilian area in the nineteenth and twentieth centuries
2015	11.	The invention of América: Studies on Education, History, and Culture in Latin America (1879-1950)
	12.	History of Education and São Paulo Regional History
	13.	Colégio Pedro II – place of memory of Brazilian education

2016	14.	Oral history: narratives of memory, collections, and research in History of Education
	15.	Experimentalism in Secondary Education in the 1950s and 1960s
	16.	Topics of History of Education in the United States (from the nineteenth to twentieth centuries)
2017	17.	History of Math Education and Training of Teachers that Teach Math
	18.	Production of knowledge, dissemination, and teaching in (and of) History of Education
2018	19.	School manuals, technological-pedagogical mediations of the Modern School
	20.	Education of Women in Brazil and in Portugal (nineteenth and twentieth centuries)
	21.	Education and Public Space in historical Latin-American experiences (nineteenth and twentieth centuries)
2019	22.	Education from a Local/Municipal Perspective
	23.	Schooling, textbooks, and migratory movements
2020	24.	History and memory of EJA in Brazilian and Portuguese universities
	25.	Foucault, genealogy, history of education
2021	26.	Traces that leave traces: personal files in the present

More modest beginnings with annual publication of approximately 15 articles have risen in recent years to triple that, with around 45 articles published annually, to which should be added current publication of all articles in bilingual version, predominantly articles in Portuguese/English. In terms of language, articles published in Portuguese have predominated (72,64%), and due to the implementation of bilingual publication policies since 2019, publication of articles in Portuguese/English is in second place (19.23%). After that, in third place, is publication in Spanish and Spanish/English, which make up 6.14% of the total. English as the language of publication reached 1.2% of the total, followed by Italian/English (0.4%), Italian (0.13%), and French (0.13%), as shown in **Table 3** below. The publication of articles in English, together with bilingual articles, reached 21.63% of the articles published from 2002 to 2021.

Table 3 - Languages of the articles published in *Cadernos de História da Educação* (2002-2021)

Language/Combination of languages	Number of articles	%
Portuguese	544	72.64
Portuguese/English (bilingual)	144	19.23
Spanish	41	5.47
English	09	1.20
Spanish/English (bilingual)	05	0.67
Italian/English (bilingual)	03	0.40
Italian	01	0.13
French	01	0.13
Portuguese/English/Spanish (trilingual)	01	0.13

Regarding the objects of study focused on, namely, countries and combination of countries, as well as articles related to conceptual and historiographical approaches, to the teaching of History of Education, and to the theme of historical-educational heritage, from 2002 to 2021, Brazil was the primary topic of study (69.34%). After that, the articles prioritized conceptual or historiographical topics (10.06%). In third place is Portugal (5.66%), followed by Spain (1.89%), the United States (1.72%), Chile (1.57%), and Argentina (1.09%). Comparative studies also appeared, representing 2.53%, namely, Brazil/Argentina,

Brazil/France, Brazil/Paraguay, Brazil/Portugal/France/Spain, Brazil/Venezuela, and Brazil/Spain. The topics of the teaching of History of Education and of the educational heritage appeared together in ninth place (1.09%). With lower percentages are studies involving Italy, Colombia, France, Mexico, Uruguay, and Venezuela. The following countries are the object of study with only one or two articles published: Greece, Nigeria, Angola, Belgium, Paraguay, and Switzerland. The complete data are shown in **Table 4** below.

Table 4 - Objects of study prioritized in *Cadernos de História da Educação* (2002-2021)

Place (country, combination of countries or general topics)	Occurrences	%
Brazil	441	69.34
Conceptual and/or historiographic approach	64	10.06
Portugal	36	5.66
Spain	12	1.89
United States	11	1.72
Chile	10	1.57
Brazil/Portugal	10	1.57
Argentina	9	1.40
Teaching of the History of Education or Educational Heritage	7	1.09
Italy	5	0.79
Colombia	4	0.63
France	4	0.63
Mexico	3	0.47
Uruguay	3	0.47
Venezuela	3	0.47
Greece	2	0.32
Nigeria	2	0.32
Angola	1	0.16
Belgium	1	0.16
Paraguay	1	0.16
Switzerland	1	0.16
Brazil/Argentina	1	0.16
Brazil/France	1	0.16
Brazil/Paraguay	1	0.16
Brazil/Portugal/France//Spain	1	0.16
Brazil/Venezuela	1	0.16
Brazil/Spain	1	0.16

Regarding the countries of origin of the authors that published articles during the first twenty years of existence of *Cadernos de História da Educação*, from 2002 to 2021, the predominance of Brazilians is clear, at 84.3%. However, in this case, the continental dimensions of Brazil must be considered, and this is shown by the number of institutions in different Brazilian states and municipalities from which the authors come – 131 universities or research and educational institutions. Authors from Portugal were the next largest group (5.39%). At a distance were authors from Argentina (1.76%), Spain (1.17%), the United States (0.89%), Chile (0.89%), Italy (0.69%), and Colombia (0.59%). After that, with numbers of authors from 6 (0.39%) to 1 (0.1%), in decreasing order, were authors from Mexico, Belgium, Nigeria, France, Uruguay, Greece, Hungary, England, Poland, and Venezuela. In addition, it is noteworthy that there were combinations of two or more authors of a single article, probably as a result of investigations developed in an inter-institutional and international manner, namely, Brazil/Portugal (1.37%), Brazil/Colombia (0.39%), Brazil/Italy (0.20%), Brazil/United States (0.20%), and Brazil/Spain (0.20%). Detailed information is shown in **Table 5** below.

Table 5 – Origin of the authors in *Cadernos de História da Educação* (2002-2021)

Number of countries	Country/Combination of countries	Number of authors	%
1.	Brazil	861	84.30
2.	Portugal	55	5.39
3.	Argentina	18	1.76
4.	Brazil/Portugal	14	1.37
5.	Spain	12	1.17
6.	United States	9	0.89
7.	Chile	9	0.89
8.	Italy	7	0.69
9.	Colombia	6	0.59
10.	Mexico	4	0.39
11.	Brazil/Colombia	4	0.39
12.	Belgium	3	0.29
13.	Nigeria	3	0.29
14.	France	3	0.29
15.	Uruguay	2	0.20
16.	Brazil/Italy	2	0.20
17.	Brazil/United States	2	0.20
18.	Brazil/Spain	2	0.20
19.	Greece	1	0.10
20.	Hungary	1	0.10
21.	England	1	0.10
22.	Poland	1	0.10
23.	Venezuela	1	0.10

In regard to the number of universities and research and educational institutions to which the authors of the articles published in *Cadernos de História da Educação* are affiliated from 2002 to 2021, there was predominance of Brazil, with 131 institutions, which makes up 65.18% of the total. Ten universities stand out with the largest number of authors recorded, namely, the *Universidade Federal de Uberlândia*, *Universidade de São Paulo*, *Universidade Federal de Pelotas*, *Universidade Federal de Minas Gerais*, *Universidade Estadual Paulista*, *Universidade Estadual de Maringá*, *Universidade do Estado do Rio de Janeiro*, *Universidade de Uberaba*, *Universidade Federal de Ouro Preto*, and *Universidade Federal do Rio Grande do Sul*. Nevertheless, the presence of Brazilian universities and institutions is extensive, which expresses an excellent level of regional and state diversity.

After that is Portugal, with 16 institutions (7.98%), most prominently the *Universidade de Lisboa*, *Universidade de Coimbra*, *Universidade do Porto*, and *Universidade do Minho*. Then comes Argentina, with 10 institutions (4.99%), mainly the *Universidad de Buenos Aires*, *Universidad Nacional de La Plata*, and *Universidad Nacional de Entre Rios*.

Spain appeared with 9 institutions (4.49%), especially the *Universidad de Santiago de Compostela* and the *Universidad de Sevilla*. From the United States, there were authors affiliated with 6 institutions (2.99%), including Sacred Heart University, Utah State University, Loyola University Chicago, and Stanford University.

From Italy, there are authors from 5 institutions (2.49%), especially from the *Università degli Studi del Molise* and from the *Università degli Studi di Macerata*. Then, with 4 to 1 institutions are Chile, Mexico, Colombia, France, Belgium, Nigeria, Greece, Hungary, England, Poland, Uruguay, and Venezuela. The general data regarding the countries and the number of institutions can be examined in **Table 6** below.

Table 6 - Countries and institutions of the authors of *Cadernos de História da Educação* (2002-2021)

Number of countries	Country	Number of Institutions	%
1.	Brazil	131	65.18
2.	Portugal	16	7.98
3.	Argentina	10	4.99
4.	Spain	9	4.49
5.	United States	6	2.99
6.	Italy	5	2.49
7.	Chile	4	1.99
8.	Mexico	4	1.99
9.	Colombia	3	1.49
10.	France	3	1.49
11.	Belgium	2	0.99
12.	Nigeria	2	0.99
13.	Greece	1	0.49
14.	Hungary	1	0.49
15.	England	1	0.49
16.	Poland	1	0.49
17.	Uruguay	1	0.49
18.	Venezuela	1	0.49
	Total	201	100%

The articles published in *Cadernos de História da Educação* in the period from 2002 to 2021 clearly show that the period of greatest focus was the twentieth century, which represented 69.8% of the articles published. After that is the nineteenth century, with 14.54% of the articles published, and then the period from the nineteenth to twentieth centuries. Adding up the three, the result is a robust 93.07% concentration on the nineteenth and twentieth centuries in the studies of the authors published. The other periods are dispersed from the third to the twenty-first centuries, as can be examined in **Table 7** below.

Table 7 – Historical periods considered in *Cadernos de História da Educação* (2002-2021)

Century(ies)	Number of articles	%
21	3	0.55
20-21	10	1.80
20	384	69.80
19-20	48	8.73
19	80	14.54
18-20	2	0.37
18-19	1	0.18
18	6	1.10
17-18	2	0.37
17	1	0.18
16-20	2	0.37
16-19	1	0.18
16-17	2	0.37
16	4	0.74
15-20	1	0.18
14	1	0.18
13-14	1	0.18
3	1	0.18

Final Considerations

Publishing scientific journals is an important challenge, above all when the aim is achieving relevance in a specific area of History of Education that has a considerable number of journals internationally and at least four journals of high level established in Brazil. In these first twenty years of publication of *Cadernos de História da Educação*, from 2002 to 2021, we can indicate positive aspects and current challenges.

First, the increase in the number of articles published annually can be highlighted as positive, from an average of 15 articles in the first years to an average of 45 articles currently. It is also auspicious that the journal has been utilized for publication of thematic dossiers, a total of 26 until now, dealing with different topics in the History of Education.

Secondly, the recent option for publication of articles in bilingual versions has been successful, with original articles predominantly in Portuguese, but also in Spanish and Italian, nearly always along with versions in English. This has collaborated in disseminating knowledge in History of Education internationally.

The objects of study have also been wide ranging. Even though publications regarding Brazil have predominated, historical-educational issues from 19 different countries have been addressed in the articles published up to now. There has been concentration of publication of Brazilian authors, with wide diversity of institutional affiliation including all regions of Brazil, but authors linked to universities and research and teaching institutions from 17 other countries have published articles in the journal over the past 20 years. This shows the capillary effect the journal has had in international terms.

A challenge not only for the journal, but also for the area of investigation in History of Education in Brazil, is promoting a widening of the historical periods addressed. There has been concentration on the twentieth century, with some expansion to the nineteenth century, but the previous centuries still require intensification of studies and, consequently, articles published.

Another important challenge faced by the journal, but that also concerns scientific research in general and educational research in particular, is funding and the availability of human resources sufficient to maintain scientific journals. Fortunately, *Cadernos de História da Educação* has had the consistent support of UFU and of Fapemig for its publication, which is expected to continue in coming years. Finally, there are indexing goals to be achieved beyond those already obtained in Brazil and abroad, above all, in association with indexing bodies more consolidated internationally.

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