

The first issue of this eighth volume of *Trabalho, Educação e Saúde* deepens our editorial proposal to provide readers not only with articles that focus on the relationship between training and work, but also productions that address discussions that are critical to reflect on this issue. It is within this scope that we include pieces on health policy analyses and epistemological debates, focusing on their implications for the fields of interest to the journal.

Thus, Regina Helena Simões Barbosa's essay *The 'theory of praxis': retrieving the Marxist framework to confront Capitalism in the health field* is presented as an academic, political and epistemological provocation on the silencing that is established around Marxism and Capitalism in a specific field, that of health. The text proposes a discussion on the current mechanisms by which capitalism and health coexist, and invites us to reclaim the concept of praxis to think and act on public health.

The first article, Camila Furlanetti Borges and Tatiana Vargas Baptista's, *The Ministry of Health's primary care policy: reflecting on the definition of priorities*, examines the relationship between the production of discourse and the process of implementing a policy, set out as a priority. The context is the restructuring of the care model put in place in the 1990s, and the authors analyze, critically, the institutionality that has been achieved by the policy of primary care, pointing out this dimension, that of institutionalization, as the one that best allows us to understand what is and what is not effective as a government priority.

The main theme of the four articles that follow is the relationship between training and work. In this set of articles, in *The inclusion of workers with higher educations in the Brazilian labor market: a gender analysis*, Moema de Castro Guedes builds on research that spans three decades of data from the IBGE. In it, the author leads us to reflect about the inclusion of women, specifically university students, in the labor market and shows that some variables, such as wages, keep pace with the maintenance of the pattern of gender inequality, supporting the phenomenon of the sexual division of labor. Elzimar Pinto, Maristela Dalbello, Silvia Matumoto, Angela Aparecida Capozzolo, Maria Rosa Cardoso, and Silvana Martins Mishima's article *Ramifications of continuing education in health in Vitória, state of Espírito Santo*, brings, among the questions brought up by their research, understandings about continuing education in health that have been built and taken as a guide for actions implemented in daily services. The discussion is relevant and timely, as this strategy to train professionals for the SUS has been taken up nationally as the main mechanism to induce changes in the teaching-service relationship. In a scenario of great expansion in distance learning, Josué Laguardia, Angela Casanova and Rejane Machado, the authors of *The on-line learning experience in a course on professional qualification in health*, address the major players of these experiences, tutors and students, aiming to undertake

a research project about the central elements of this type of training. It is based on this dialogue that the authors highlight both the hurdles faced and the potential of these experiences, concluding stating the need to constantly update and adapt the forms of access, course contents, and assessment procedures involved in this mode of education. The article titled *Work, education and health from the perspective of the conception of nurses in the teaching activity*, by Simone Carvalho, Graciele Oroska, and Josete Luzia Leite, aims to investigate how health professionals, particularly nurses who work in education, prepare understandings that cross their practice as teachers and are essential for training in health. The results indicate that the respondents did not confirm an understanding of health restricted to the biological dimension, and that they reflect on the process of education as shared construction, not just as transmission of knowledge. Regarding work, they are sensitive to the contemporary changes that deepen the of job insecurity reality.

Although there is a socially distributed discourse in which child labor appears as a violation of the right to childhood, Laura Souza Fonseca's article *Child labor and human development: limits on ontological power and banalization of the subject of rights* shows that we have distanced ourselves from the ability to eradicate this phenomenon to the extent that the State management model, advocated by the current policy weakens the labor legislation movements. Furthermore, the capitalistic accumulation process reiterates child labor in its double face as both a product and an engine of this accumulation.

In the Account section, Bruno Bechara, Aline Almeida, Lucas Silveira, Carla Soleman, and Marcia Niituma Ogata's *Popular health education from a game: management and care in a Family Health unit* experience is discussed based on its theoretical assumptions, which are supported by the principles of the Freire pedagogy. It's implementation process is detailed and allows the reader to monitor how specific health issues can interface with themes located on the plane of social determinations and conditions, enabling a health education that ensures members of the population, not health professionals, the main role in this process.

Two reviews close this issue of the eighth volume. The first, Eurelino Coelho's review of the book titled *Os marxismos do novo século (The Marxism of the new century)*, by Cesar Altamira; and the second, Gustavo Matta and Sylvia de Lima's review of *O que é o SUS? (What is SUS?)*, by Jairnilson Paim.

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