

The first issue in the fifth year of *Trabalho, educação e saúde* inaugurates a change in the journal's periodicity, from biannual to triannual publication. We believe that this will contribute to both produce and disseminate knowledge in health care education and practice, since it expedites publication, promoting the visibility of a larger volume of scientific production in the field.

This issue features four papers on the formation of health care professionals, three in the Articles section and one in the Report section. The article "The discourse of bioethics in the formation of the health care professional subject" analyses the insertion of ethical and bioethical questionings in different professional educational courses. Based on documental research, conducted in the nursing and medicine courses of four federal universities of southern Brazil, the investigation concludes that such issues constitute both present and productive knowledge, yet they are currently reduced to a set of decontextualised formulations. The article "Popular education and the formation of middle-level health care professionals" by José Ivo Pedrosa investigates the political and ethical principles of popular education, considering it as a means for institutionalising new possibilities of autonomy and of transcending the view of the other (patient) as technical object. The third article, by Georgia Sobreira dos Santos Cêa, Luiz Fernando Reis and Solange Conterno, "Profes and the neoliberal logic: close relations" analyses the main educational policy for middle-level professionals developed by the Ministry of Health – the Professionalisation Project for Nurse Practitioners, examining its political and economic instrumentality and the actual possibility of the project reverting the formative deficiencies in the field. In the section Report Lilian Koifman and Regina Henriques describe the implementation of the project EnsinaSUS, which brings together teaching, development, research and documentation activities in order to build up integrality in health care. EnsinaSUS is developed by the Research Laboratory of Integrality Practices in Health Care (Lappis) of the Institute of Social Medicine (IMS) of the State University of Rio de Janeiro (Uerj). The purpose of this project was to map, support, and disseminate innovating experiences, conducted by academic and research institutions, so as to improve the education of health care professionals.

As regards health labour, this issue recovers a yet little investigated theme. The article "Technicians in health research laboratories and labour at present: prolegomena to a labour(er) under the fog", by Márcia Teixeira and Mônica Murito discusses the process of producing technoscientific knowledge in laboratories, having as background the present discussion on labour.

This issue also features two articles on contemporary labour – studies that also raise questions for health care education and labour. The first

paper is an essay by Marcos Dantas devoted to “The meaning of labour: the production of values as a semiotic production in informational capitalism”. The essay focuses on information processing as an attribution and production of meanings related to concrete labour situations, thus contributing to explain the Marxist concept of concrete labour and to examine the nature of informational capitalism in the beginning of this century. The article “Teaching and Health: the school as producer of new forms of life” by Maria Elizabeth Barros, Dorotéia Zorzal, Fernanda de Almeida, Roberta Iglesias and Vivian de Abreu describes an intervention research carried out in a public school in Vitória, Espírito Santo, pointing out how the work environment can be tensioned and transformed with a view to creating new forms of work that promote health.

Finally, Álvaro de Azeredo Quelhas and Graziany Penna Dias review the book *Educação do corpo na escola brasileira*, organised by Marcus Aurélio Taborda de Oliveira; and Ana Lúcia Queiroz Bezerra reviews *Estratégias de ensino na enfermagem: enfoque no cuidado e no pensamento crítico*, by Vera Regina Waldow.

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