A universalizing atmosphere of childhood medicalization, facing a multiplicity of diagnoses and therapies that refer to an «extreme biologism», neglects the complexity of the subjective processes of the human being. Labels and tags, masked by psychotropic diagnoses and abuse are there, globalized. It responds to the globalization of a system that in a crisis of global extension in which profit enters the stage where it is only used backwards the humanity, sees no barriers to the amplification of its predatory condition. Into the medicalization of education field, a pharmaceutical industry has been complying with this description, with consequences that are far from the data to assess its depth and complexity (Nunes, 2019).

A tendency to interpret and name aspects of social life and school education according to a biomedical perspective implies risks of multiple orders – often weakening those who already find themselves in a situation of vulnerability – and contributes to increase the responsibility of the school itself in the way it deals with this «disorder called childhood» (Wedge, 2015). It appears that the school inevitably reproduces remedial effects and assumes that «medicine constitutes an answer/key for problems that education was not able to solve» (Collares & Moysés, 2014, p. 62). As in the Foucault’s work (1997, p. 149), the school also qualifies and represses performances that escape the normativity privileging spaces for the exercise of the medical model, instead of using educational strategies that respond, with equal quality, diversity school population.

The proposal of this thematic issue is included in the Círculo de Estudos e Intervenção na Medicalização da Educação (Circle of Studies and Intervention in Medicalization of Education – CEIME) activity. On one hand, it recognizes the importance of giving visibility to the phenomenon of pathologization of social behaviors and medicalization of education. And, on the other hand, it involves both welcoming different disciplinary views on these phenomena and keeping going with a broad, serious and informed debate that was launched in 2011 (Manifesto¹) about its implications.

¹ Manifesto Por Uma Abordagem Não Medicalizante Nem Patologizante da Educação (available at http://educationmedicalisation.blogspot.com/).
Guidelines for submission

Articles are accepted and published in Portuguese, English, French or Spanish.
Manuscripts must be sent by email attachment, in Microsoft Word, to ciie_edicoes@fpce.up.pt. Please specify that your manuscript is being submitted for the special issue «Medicalization of School Education».

Articles should be between 6000 and 8000 words in length, including abstracts, keywords, tables, footnotes, reference list, and appendices. Each manuscript should include the title, abstract and keywords in Portuguese, English and French. Understandably, for Spanish articles, the title, abstract and keywords are also displayed in Spanish language.

Submissions will follow the Journal’s regular blind review process. The guest editors and ESC editor-in-chief will make the final acceptance decisions. Accepted manuscripts that are not included in the special issue (because of space restrictions) will be published in a future ESC issue.

Authors should carefully make sure that have prepared their manuscripts in accordance with the instructions provided at ESC website.

The submission deadline is July 14, 2020.

Referências bibliográficas


Nunes, Rosa S. (2019). Da patologização da educação: Desver o mundo; escutar o grande silêncio que vai no barulho do mar. In Flávia S. Ramos & Maria Lívia Nascimento (Eds.), Biopolítica e tanatopolítica: A agonística dos processos de subjetivação (pp. 267-277). Curitiba, Brazil: CRV.


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