

EDITORIAL

The growth and specificities of the Professional Master's (PM) are current themes, due to the academic production in several areas of knowledge and because of the importance of this type of formation. Since its approval, through its process of consolidation and expansion in Brazil, the professionals linked to the Professional Master's Degrees stimulate discussions about the place of theory and the practical application of knowledge geared to the labor market and, in the educational field, its interfaces and contributions to transformations in Basic Education. Another relevant question - and that is found in the Coordinators' Forums - is how to evaluate the PMs, that is, the way of measuring the product and the impact indicators of the PMs, which should be consistent with its reality, since there are fundamental differences between the academic masters and doctorates and the professional ones. Although Capes has incorporated in the 2010-2014 evaluation period of the courses an analysis of the specificities of this type of formation, the discussions seek to incorporate other criteria that ensure specificities, uniqueness of the evaluation process and measurement of the impacts and products of the PMs formation.

The field of Education - followed by Interdisciplinary - has today the largest number of PMs. Also for this reason, our Journal takes as thematic of this dossier the Professional Masters. In this number we seek to discuss political and organizational issues of this modality of postgraduate formation, with emphasis on the implications of research-interventions with Basic Education, as one of the fundamental characteristics of PMs. The texts presented here present conjunctural analyzes related to the specificities of the PM, distinguishing them from the characteristics and principles that structure the Academic Masters, especially with regard to the formation of researchers and the verticalization of themes and problems that turn to the educational field and their different epistemological and theoretical-methodological perspectives.

The articles systematize and report formation experiences in Professional Masters in Portugal, Chile and Brazil, in different experiences developed. One of the issues highlighted in the dossier concerns the discussions on Professional Master's in the area of Education and Teaching, with emphasis on their functional identity, possible contributions to the formation and professional development practices of Basic Education teachers, contributing to projects of interventions in the daily life of public schools. In the same way, it is expected that the formation processes undertaken in the PMs can present concrete actions in the policies of teacher formation and in the practices of the different professionals who work in Basic Education.

We hope that this release can contribute to the expansion of the discussions and consolidation dimensions of the PM in the area of Education, demarking more

organic relations between Universities and schools of Basic Education, especially at a time of political crisis and uncertainties that we live in our country and in the educational field, in view of the reforms presented by the current government, by disregarding the advances and systematizations of research produced in the countryside.

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Elizeu Clementino de Souza
General Editor

Lívia Fialho Costa
Executive Editor

**Themes and terms for the next journals of Revista da FAEEBA:
Educação e Contemporaneidade**

Nº	Theme	Submission deadline	Publication date	Coordinators
48	Music and Education: an interdisciplinary and multicultural relationship	12/20/2016	January/April 2017	Katharina Doring – UNEB Magali Oliveira Kleber – UEL
49	Education in <i>Quilombos</i>	03/01/2017	May/August 2017	Marcos Luciano Messeder – UNEB José Maurício Paiva Andion Arruti – UNICAMP
50	Education and Cultural Accessibility	07/01/2017	September/December 2017	Luciene Maria Santos – UNEB Admilson Santos – Faced/UFBA.