

EDITORIAL

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The fourth edition of the sixth volume of the “Revista Administração Pública e Gestão Social” – the APGS Journal – was conceived under the theme “Historical and Institutional Context of Teaching and Research in Administration and Accountability”, which was introduced in APGS volume 5, number 3, along with the Division for Teaching and Research (EPQ) in Administration and Accountability of the National Association of Under Graduation and Graduation Programs in Administration (ANPAD). The purpose of this partnership is to disseminate knowledge and promote the diffusion of studies that have significantly and reflexively contributed to a greater institutionalization of teaching and research in the field by means of the scientific production in Brazil.

This thematic edition was idealized by professor Anielson Barbosa Silva, from the Federal University of Paraíba (UFPB), coordinator of the EPQ/ANPAD division (2013-2014), who shared its editorial process with professors Adriana R. W. Takahashi (UFPR), Henrique Muzzio (UFPE) and Marcelle Colares Oliveira (UFC), all of whom were guest editors.

The movement “field of publics”: *constructing a scientific community devoted to the public interest and the republican values* is the first article within this edition, authored by the researcher Tania Margarete Mezzomo Keinert, from the Institute of Health of São Paulo. In the article, the author historically debates this movement, articulating its discussions as concepts of public interest and republicanism as a way of sustaining the emergence of a new scientific community in Brazil.

The second article, **The training in public administration in Brazil: challenges, training profile and specificities of the field**, by Cléria Donizete da Silva Lourenço, Thaisa Ferreira Magalhães and Patrícia Aparecida Ferreira, researchers from the Federal University of Lavras (UFLA), reveals that, in spite of the increase in the number of public administration programs since the year of 2000, there is still some difficulty in distinguishing the field from business administration. In addition to that, the authors recognize the emergence of the movement entitled “field of publics” as a way of promoting the discussion of the peculiarities of public administration.

Written by Henrique Muzzio (UFPE), the third article, **Bourdieu, educational capital and social mobility: the perception of African students on the public administration program at UNILAB**, reveals a different view on texts about education and the Bourdieu capital through evidence associated with the expectations of social mobility and the search for a social transformation of the African people that are undergoing a public administration program in a Public Higher Education Institution in Brazil.

From disaccreditation to restructuring: the graduation program in administration of UFPB and the National Graduation Plans (PNPGs) is the title of the fourth article within this edition, by Guilherme Diniz Araújo and Aline Fábica Guerra de Moraes, both from UFPB. This study, under a historiographical perspective, recues the

institutional memory of this PPGA, mainly from a deeper discussion on the periods of greater turbulence, where the CAPES evaluation indicated the possibility of disaccreditation.

The fifth article, **Production of knowledge on the Third Sector: democratic construction from the relationships between universities and NGOs**, was conceived by professors Júnia Fátima do Carmo Guerra and Armindo dos Santos de Sousa Teodósio, from the Pontifícia Universidade Católica de Minas Gerais (PUCMINAS). In this theoretical study, the authors present, as a way of overcoming the crisis of the contemporary university, perspectives of democratization of the production of knowledge on the Third Sector from possibilities and dilemmas found in the relation between Higher Education Institutions and Non-Governmental Organizations.

Being a civil servant is the best thing ever. Is it, really?, by Ayrton Santos Queiroz, Edimeia Liliani Schnitzler, Sidnei Vieira Marinho and Anete Alberton, from Universidade do Vale do Itajaí (UNIVALI), is the teaching case featured in this edition. The study regards the problems faced by a regulatory agency for public services of a federative unit in Brazil, such as the high turnover rates, low salaries, and lack of counseling in the decision-making process. This teaching case is indicated for the courses of public administration and organization, system and methods; it promotes the reflection on structural problems inherent to the historical and institutional context of public administration in Brazil.

Finally, in addition to wishing you a nice reading, we finish this presentation by informing our readers that the APGS Journal is now referred to in the electronic library of the Center of Social Sciences of Berlin (*Wissenschaftszentrum Berlin für Sozialforschung, Berlin*), a non-university research institute composed by professionals and university students from the public sector and financed by the federal government of Germany. This is further evidence of the international visibility that the APGS Journal is acquiring with the collaboration of its editorial team, reviewers, authors and readers.

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