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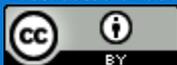
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## Access Policies to Higher Education: An Analysis at the Institute of Exact Sciences and Technology / Federal University of Amazonas\*

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### ABSTRACT

Over the last few years, there have been significant changes regarding the scope of higher education institutions in the country, and this has provoked discussions about the search to meet the new training needs and the challenges presented at this level of education. Thus, it is important to underline the importance of understanding the role of university professors and the need they have to modify their teaching actions in times of constant social and technological advances. In this sense, the aim of this study was to analyze the perceptions of these teacher educators about their pedagogical practices. In this study, we will present the results of a semi-structured questionnaire with six questions, answered by fourteen teacher trainers of the undergraduate courses in Chemistry, Physics and Biology of a public university in the country. Data analysis was performed through Discursive Textual Analysis. The results indicate that teacher educators who can make a direct relationship between theory and pedagogical practices are committed to the teaching profession and seek new strategies to use in their classes, which aims to facilitate and encourage the process of teaching and learning of undergraduates. To this end, we believe that the efforts and commitments of both teacher educators and higher education institutions are necessary in order to improve university education.

### KEYWORDS

Selection processes. Affirmative actions. Democratization

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## Políticas de Acesso à Educação Superior: Uma Análise no Instituto de Ciências Exatas e Tecnologia / Universidade Federal do Amazonas

### RESUMO

O artigo aborda as formas de acesso adotadas no Instituto de Ciências Exatas e Tecnologia da Universidade Federal do Amazonas – ICET/UFAM, analisando a relação estabelecida com o processo de democratização do acesso à educação superior à população em condição socioeconômica desfavorável. Baseia-se em resultado de pesquisa realizada no período de 2018, com emprego de análise bibliográfica e documental. Trata-se de um estudo de cunho explicativo e descritivo, caracterizado como um estudo de caso com abordagem quantitativo-qualitativo. Os resultados apontam que a distribuição das vagas totais entre reserva de vagas e ampla concorrência tem ocorrido de forma progressiva no ICET/UFAM, em cumprimento as determinações das Leis n. 12.711 de 2012 e n. 13.409 de 2016. De igual modo, a disponibilização e distribuição das vagas entre as diversas categorias de reserva de vagas têm ocorrido de forma progressiva. Foi possível verificar que as ações afirmativas são políticas públicas educacionais voltadas ao acesso à educação superior pública dos grupos sociais mais desfavorecidos ou discriminados e têm contribuído no combate a desigualdade e discriminação.

### PALAVRAS-CHAVE

Processos seletivos. Ações afirmativas. Democratização.

## Políticas de Acceso a la Educación Superior: Un Análisis en el Instituto de Ciencias Exactas y Tecnología / Universidad Federal de Amazonas

### RESUMEN

El artículo aborda las formas de acceso adoptadas en el Instituto de Ciencias Exactas y Tecnología de la Universidad Federal de Amazonas - ICET/UFAM, analizando la relación establecida con el proceso de democratización del acceso a la educación superior a la población en condiciones socioeconómicas desfavorables. Se basa en el resultado de una investigación realizada en el período de 2018, utilizando análisis bibliográfico y documental. Es un estudio explicativo y descriptivo, caracterizado como un estudio de caso con un enfoque cuantitativo-cualitativo. Los resultados muestran que la distribución del total de vacantes entre la reserva de vacantes y la amplia competencia ha estado ocurriendo progresivamente en ICET/UFAM, de conformidad con las disposiciones de las Leyes no. 12.711 de 2012 y n. 13,409 de 2016. Asimismo, la disponibilidad y distribución de vacantes entre las diferentes categorías de vacantes ha tenido lugar progresivamente. Se pudo verificar que las acciones afirmativas son políticas educativas públicas destinadas a acceder a la educación superior pública para los grupos sociales más desfavorecidos o discriminados y que han contribuido a la lucha contra la desigualdad y la discriminación.

### PALABRAS CLAVE

Procesos de selección. Acciones afirmativas. Democratización.

## Introduction

The article discusses the policies of democratization of access to higher education, bringing as a cutout, the analysis of the selection processes with vacancy reservations adopted at the Institute of Exact Sciences and Technology of the Federal University of Amazonas - ICET/UFAM, which is located in the Municipality of Itacoatiara/AM.

It is the result of a research carried out at the post-graduation level, articulated to the master's degree dissertation that had as one of its objectives the concern in describing the forms of access adopted at ICET/UFAM throughout its development with a view to the right and the democratization of the access of the population in an unfavorable socioeconomic condition.

Among the motivations for the research, one of the authors' membership to the teaching staff of the Institute researched stands out. The professional immersion in that reality favored the sensibility of the gaze towards the diversity of the student public that entered the institution, making clear the necessity of deepening the knowledge about those realities both for the better fulfillment of the academic activities, as well as for the advancement of the knowledge about the subject, considering the reality of small Brazilian cities.

In the academic dialogue with the other authors, the research question was designed and developed within the foundations of the area of public education policies, focusing on a theme of great relevance in the research agenda of the area of education in recent years, that is, the process of democratization of access to Public Universities by adopting affirmative policies.

Considering that the problem of access to higher education was configured in Brazil as a problem per passed by the socio-economic origin of individuals, so that for the elites and later the middle layers of society higher education already figured in the formative project idealized for their youth, Souza (2007, p. 75) corroborates that:

The democratization of access to Higher Education is understood as the possibility of increasing the access of students from less favored social classes and of ensuring the inclusion of members of all social classes to good quality HEI courses, since the existence of talents to study them is distributed among the various social and economic classes.

Educational policies, especially those of affirmative action, are public inclusion policies, which seek to enforce the subjective rights of the population that make up the lowest strata of the socioeconomic distribution. According to Carmo *et al.* (2015, p. 18) public policies can be understood as “social measures that accompany, at a certain appropriate time, the demands of the population and government decisions”. In this case, the demand in question is access to Higher Education.

Based on these assumptions, the objective of this study is to discuss the forms of admission adopted at ICET/UFAM in the relations established with the process of democratizing access to the population from the poorest sections of the population.

The methodological framework of the research initially contemplated a process of reviewing the literature and bibliographic analysis based on authors who approach the theme, and then, the immersion in the particular reality researched was carried out, through the documentary analysis of resolutions, notices and related laws to the research object. This is an explanatory and descriptive research, characterized as a case study with a quantitative-qualitative approach.

In addition to this introduction, the text is organized into four sections that aim to articulate the theoretical framework, the results and the conclusions reached with the research. Thus, in the first section, public policy conceptions and democratization of higher education are presented, based on authors who are dedicated to understanding the theme. In the second section, the selection processes adopted at the ICET are contextualized, complemented by the third section, which describes the forms of admission and the configurations of the ICET vacancy reservation process and the final considerations that expose the authors' conclusions.

## Public Policies for Access to Higher Education: Conceptual Approaches and Reflections on the Democratization Process

The definition of public policy for Souza (2006, p. 25) generally assumes “a perspective that the whole is more important than the sum of the parts and that individuals, institutions, interactions, ideology and interests count, even if they exist differences on the relative importance of these factors”. Public educational policies seek to understand government actions, laws, plans, programs and projects linked to the educational system (BORGES; ARAÚJO; PEREIRA, 2013).

In relation to changes in higher education, according to Marques (2018, p. 663) “to encourage and provide bases for new research and educator interventions, it is necessary to have the notion of the educational policies implemented, thus adding a theoretical and history of impacts and consequences experienced in that period”.

For this, it is necessary to ask whether in higher education in Brazil, social inclusion policies can be considered as redistributing opportunities. Ristoff (2013, p. 20) considers that:

Being the social origin and the economic situation of the student's family, without a doubt, determining factors in the trajectory of the young person through higher education, public policies of access and permanence assume a central role in the inclusion of historically excluded groups, in a trajectory of democratization of the university Brazilian.

Regarding affirmative actions in higher education, for Cordeiro (2013) the State started the process of expanding higher education based on sustainable development based on social inclusion, adopting affirmative actions, experiencing important changes in the way it strategically manages public policies. As a result of pressure from social movements in the elaboration, monitoring and evaluation of public policies.

These affirmative actions in higher education, more precisely the access policies "constitute an important step to remove from poverty and low levels of schooling a large part of Brazilian society, enabling the country to develop based on social inclusion" (CORDEIRO, 2013, p 302).

Analyzing the quota policy based on the categories of gender, social class, race and ethnicity can offer us considerable elements of the real social advance promoted by educational policies, which still serves as an obstacle, demanding important elements for the evaluation of this policy. In addition to making it possible to see whether there is social mobility, whether the discriminatory collective imaginary has been transformed, and whether in fact and in law Brazil is effectively and efficiently experiencing social and economic development that includes socially groups previously relegated to situations of poverty. and misery (CORDEIRO, 2013, p 303).

In this perspective, it was found that affirmative actions are specific policies that allocate resources for the benefit of people belonging to groups that have suffered or suffer discrimination due to socioeconomic and cultural exclusion.

Law no. 13,409, of December 28, 2016, provides that half of the vacancies in all selective competitions for admission to undergraduate courses at federal Higher Education Institutions (HEIs) linked to the Ministry of Education (MEC) should be reserved for students who have studied all the medium level in public schools. However, part of these vacancies must be reserved for self-declared brown, black, indigenous and disabled students, and the other part for students with family income equal to or less than 1.5 minimum wages per capita (BRASIL, 2016).

With regard to quotas as an affirmative action policy in higher education "the democratization of access to higher public education needs a quota policy, as a way of social ascension for the poorest sections of society, for groups that are underrepresented in university student population" (AMARAL; MELLO, 2013, p. 39).

At the center of this discussion on democratizing access to higher education, it is necessary to consider the polysemy of the word democracy, which can have different and peculiar meanings for each individual (SOUZA, 2007; BARROS, 2015). Collaborating with this thought "these meanings are due to the subjects' ideology and the way they understand the political and social reality in which they are inserted" (BARRROS, 2015, p. 371).

In this study, although the object is restricted to analyzing the entry policies, the notion of democratization circumscribed not only to access, but also to the conditions for permanence and the socially referenced quality of teaching is assumed as an analysis perspective. Process that is completed in the conception of an education in the perspective of the inclusion of all.

It is understood that access policies for inclusion of members from all social classes, even though they are fundamental in this historic moment, are not enough to guarantee the democratization of higher education in Brazil, requiring policies for the permanence and completion of students in courses graduation from public higher education. Silva; Morals; Vargas (2015, p. 5) consider that:

In order for there to be a real democratization, it is necessary that the students, coming from popular classes, be trimmed during the access, permanence and conclusion of higher education. For this reason, we believe it is necessary to study access and permanence policies, as well as the life trajectory of these students to understand how and if these policies are effective.

Affirmative policies aim to promote educational equality for members of a community based on socially referenced quality education that combines quantity and quality. However, in practice, it is observed that these two variables (quantity-quality) do not always go together, since the programs are oriented more towards the achievement of quantitative goals, relegating the qualitative aspects to a second plan.

In the referential framework of public education policies built from the 1990s, as a result of the impositions of international organizations, within the neoliberal perspective, even the paradox of the sub-Sumption of quality to the quantitative and standardized models and metrics, which establish the called quality standards disregarding specific realities and pre-existing conditions in institutions and locations.

According to Souza (2007) the dialectical relationship between quantity and quality is dissociated in Brazilian educational policies. With regard to higher education, currently, discussions are still in the quantitative sphere, as universal access to education has not yet occurred.

No exam or program will democratize access to higher education without it undergoing profound changes that guarantee more vacancies in public institutions, expansion of the effective teaching and technical-administrative staff, improvement in the qualification policy for teachers, expansion of monitoring and research grants , student assistance, increase in the physical structure of public Higher Education Institutions (HEIs), investments in basic education to improve the quality of teaching, among other necessary conditions (PAULA; MORAES, 2015).

Educational policy, being linked to broader political interests, expresses the different degrees of understanding of the role of public power in the face of effective social demands, both in terms of financing and in the form of management. However, even considering the limitations of educational policy, it is understood that there are possibilities for implementing actions that can result in improvements to the process of learning to exercise democracy (BARBOSA, 2012). In this sense, “when the school assumes a democratic educational policy, consequently it allows greater social and educational efficiency, in addition to including in its curriculum, training for citizenship and the training of ethical and autonomous people” (BORGES; ARAÚJO; PEREIRA, 2013, p. 70).

For Daflon; Feres Júnior; Campos (2013, p. 306) to affirmative actions "were adopted only from the process of redemocratization in the country, when different groups and social organizations, previously silenced by the authoritarian regime, began to demand rights openly". Collaborating with this thinking, affirmative actions aim to promote access to higher education serving the historically less favored population (CARMO *et al.*, 2015). These affirmative actions for reserving places for public school students, brown students, black indigenous people with disabilities, and low-income students are measures to democratize access to public HEIs.

Regarding the inclusion policies in Brazilian higher education, for Paula (2017) the expansion of vacancies observed in public HEIs are added initiatives to encourage the entry of the low-income population and discriminated social groups. In this sense, there has been a growing concern with the implementation of affirmative action public policies aimed at the permanence of students. Collaborating with this thought "as we do not have vacancies for all in public HEIs, institutional policies should be adopted that involve the dimensions of access and permanence, so that higher education is effectively democratized" (BARBOSA, 2013, p. 107).

According to Reis (2008, p. 124) "in view of the diversified structuring of higher education in Brazil, the biggest challenges for the democratization of access to education is to break the brutal educational inequality and income inequality that have been installed in the country".

In view of the above, the effective democratization of access to higher education must be accompanied by policies that help students and contribute to minimize situations of repetition and dropout, in order to contribute to greater social justice. For this reason, it is necessary that the HEIs are more concerned with inclusion and that, therefore, policies must be created for the permanence and success of students in higher education, especially when these students have difficulties arising from their trajectory in basic education.

### Reservation of Vacancies at ICET

In the period between 2007 and 2012, all vacancies offered by the Macro Summer Selection Process (PSMV) at ICET were intended for wide competition. However, as of 2013, the vacancies offered began to be allocated gradually, also to the Reserve of vacancies. Table 1 shows that the reserve of vacancies in 2013 represented only 22.68% of the total vacancies offered by PSMV in ICET, representing 47.06% (2014) and 44.64 in the following two years. % (2015), fulfilling the determinations of Laws no. 12,711 of 2012 and n. 13,409 2016.

**Table 1.** PSMV - total vacancies offered by ICET and its distribution among wide competition and reserve of vacancies.

Year	Total vacancies offered by ICET	Broad competition	Reservation of vacancies
2007	300	300	--/--
2008	261	261	--/--
2009	209	209	--/--
2010	278	278	--/--
2011	193	193	--/--
2012	160	160	--/--
2013	97	75	22
2014	51	27	24
2015	56	31	25

Source: own construction based on data from PSMV notices (BRASIL. UFAM, 2007a, 2009b, 2010, 2011a, 2012a, 2013a, 2014a and 2015a).

And in table 2, it is possible to observe that during the three years in which the reservation of vacancies was made available through the PSMV. Such vacancies were distributed only between two categories PPI1 and PPI2, although PSMV adopted in 2015 two more categories NDC1 and NDC2.

**Table 2.** PSMV - Reservation of ICET vacancies and their distribution.

Year	Reservation of vacancies	PPI1	NDC1	PPI2	NDC2
2013	22	10	--/--	12	--/--
2014	24	11	--/--	13	--/--
2015	25	14	00	11	00

Source: own construction based on data from PSMV notices (BRASIL. UFAM, 2013a, 2014a and 2015a).

In the period between 2008 and 2013, all vacancies offered by the Continuous Selection Process (PSC) at ICET were intended for wide competition. Only from 2014 did the vacancies offered start to be allocated to the reservation of vacancies. Table 3 shows that this reservation occurred gradually and in 2014 it represented only 28% of the total vacancies offered by PSC at ICET, representing 40% in 2015 and 52% in the years 2016 to 2018, fulfilling the determinations of Laws no. 12,711 of 2012 and n. 13,409 2016.

**Table 3.** PSC - total vacancies offered by ICET and its distribution among wide competition and reserve of vacancies.

Year	Total vacancies offered by UFAM	Broad competition	Reservation of vacancies
2008	150	150	--/--
2009	150	150	--/--
2010	150	150	--/--
2011	175	175	--/--
2012	225	225	--/--
2013	225	225	--/--
2014	225	162	63
2015	225	135	90
2016	225	108	117
2017	225	108	117
2018	225	108	117

2 2012b, 2013b, 2014b, 2015b, 2016b and 2017b).

Table 4 shows that in 2014, ICET offered vacancies for only two of the four categories available for that year PPI1 and PPI2. In the following three years, ICET also started offering vacancies in two more categories available NDC1 and NDC2. Finally, in 2018, ICET started offering vacancies in two other categories PPI1-PCD and PPI2-PCD of four new categories available for that year.

**Table 4.** PSC - Reservation of ICET vacancies and their distribution.

Year	Reservation of Vacancies	PPI1	PPI1-PCD	NDC1	NDC1-PCD	PPI2	PPI2-PCD	NDC2	NDC2-PCD
2014	63	36	--/--	00	--/--	27	--/--	00	--/--
2015	90	36	--/--	09	--/--	36	--/--	09	--/--
2016	117	54	--/--	09	--/--	45	--/--	09	--/--
2017	117	54	--/--	09	--/--	45	--/--	09	--/--
2018	117	36	09	18	00	36	09	09	00

Source: own construction based on data from PSC notices (BRASIL. UFAM, 2013b, 2014b, 2015b, 2016b and 2017b).

In the first four years of the Selection Process for the Interior (PSI), 2016 to 2019, the total vacancies offered by ICET were distributed among the wide competition and the reserve of vacancies. In table 5, it is possible to verify that in these years the distribution of the total vacancies offered by ICET between reserve of vacancies and wide competition occurred in a homogeneous way, fulfilling the determinations of Laws no. 12,711 of 2012 and n. 13,409 2016.

**Table 5.** PSI - total vacancies offered by ICET and its distribution between Wide Competition and Reservation of vacancies.

Year	Total vacancies offered by ICET	Broad competition	Reservation of vacancies
2016	42	20	22
2017	37	19	18
2018	86	40	46
2019	243	118	125

Source: own construction based on data from PSI notices (BRASIL. UFAM, 2016c, 2017a, 2018 and 2019).

**Table 6.** PSI - Reservation of ICET vacancies and their distribution.

Year	Reservation of Vacancies	PPI1	PPI1-PcD	NDC1	PPI2	PPI2-PcD	NDC2
2016	22	13	--	00	09	--	00
2017	18	11	--	00	07	--	00
2018	46	21	05	00	17	03	00
2019	125	43	09	13	38	09	13

Source: own construction based on data from PSI notices (BRASIL. UFAM, 2016c, 2017a, 2018 and 2019).

It is possible to observe that in the first two years (2016-2017) reserve positions were made available by PSI, however they were only distributed between two categories PPI1 and PPI2, despite having adopted since its creation in 2016, two more categories NDC1 and NDC2. In the following two years, PSI adopted two more categories PPI1-PcD and PPI2-PcD, however, only in 2017 were vacancies offered in the six categories (table 6).

In view of the above, it was possible to verify that in ICET, as of 2013, the distribution of total vacancies started to be offered between reserve of vacancies and wide competition and occurred in a homogeneous way, and that the availability of the categories of vacancies reservation and consequently the distribution of vacancy offers also occurred gradually, complying with the determinations of Laws no. 12,711 of 2012 and n. 13,409 2016.

### Brief History of the Selection Processes Adopted by ICET

Since its creation in 2007 until today, ICET has adopted five different Selection Processes as a tool for access to Higher Education: PSMV, PSC, Unified Selection System / National High School Exam (SiSU / ENEM), Selection Process Extra Macro (PSE) and PSI, as shown in table 7.

**Table 7.** Selection processes adopted at ICET and their distribution over the years.

Year	Selection processes adopted at ICET
2007	PSMV.
2008	PSC e PSMV.
2009	PSC e PSMV.
2010	PSC, SISU/ENEM e PSMV.
2011	PSC, SISU/ENEM e PSMV.
2012	PSC, SISU/ENEM e PSMV.
2013	PSC, SISU/ENEM, PSMV e PSE.
2014	PSC, SISU/ENEM, PSMV e PSE.
2015	PSC, SISU/ENEM e PSMV.
2016	PSC, SISU/ENEM e PSI.
2017	PSC, SISU/ENEM e PSI.
2018	PSC, SISU/ENEM e PSI.
2019	SISI/ENEM e PSI.

Source: own construction based on data from resolutions and notice of selection processes PSMV, PSC, SISU / ENEM and PSI.

In 2007, in the first year of operation of the ICET undergraduate courses, the entrance exam or PSMV, through Resolution no. July 1, 1998, was the only selection process adopted as a tool to access Higher Education. PSMV continued inside the entrance exam or Macro Selection Process (PSM) adopted by the University of Amazonas (UA) in 1998, as a tool to access undergraduate courses in the capital for the academic year 1999 (BRASIL. UA, 1998a) and was used until 2009. In the same period, with Resolution no. July 018, 1998, in the capital's courses, the PSC was also adopted as a tool to access its undergraduate courses (BRASIL. UA, 1998b). However, still in May 2009, Resolution no. 005 of the Teaching, Research and Extension Council (CONSEPE) adopted ENEM as the sole selection criterion for 50% of the vacancies to be offered by the Federal University of Amazonas (UFAM) in all selection processes, in the capital and in the countryside, with admission in 2010 (BRASIL. UFAM, 2009c). As a result, starting this year, the PSM was replaced by ENEM, which together with the PSC became the two selection processes adopted to fill the initial vacancies offered by undergraduate courses in the capital.

ICET, in 2008 and 2009, with Resolution no. April 02, 2006 also started to adopt the PSC as a tool to access Higher Education, with 50% of the vacancies offered by undergraduate courses (BRASIL. UFAM, 2006a), in parallel to the PSMV. However, as of 2010, through Resolution no. 005 May 2009 from CONSEPE, PSMV was replaced by ENEM (BRASIL. UFAM, 2009c), which together with PSC became the two selection processes adopted in the interior to fill 100% of the initial vacancies offered by a graduation (50% of the vacancies for each of the two processes), and the PSMV started to be adopted only to fill the remaining vacancies of these two processes. This model hung until 2015, and in this period, the Undergraduate Teaching Chamber (CEG), adopted the PSE in the interior to fill idle vacancies in their undergraduate courses, in 2013 with Resolution no. 024 May 2012 (BRASIL. UFAM, 2012b) and in 2014 with Resolution no. 047 October 2014 (BRASIL. UFAM, 2014c).

In 2016, with Resolution no. 043 December 2015, ICET continued the ENEM and the PSI started to be adopted in place of the PSC to offer at least 50% of the vacancies to its undergraduate courses (BRASIL. UFAM, 2015c). However, the offer of vacancies through the PSC stopped being carried out, gradually, until the cycle started in 2015 was concluded. In practice, from 2016 to 2018, the PSI was adopted only to fill the remaining vacancies in the ENEM and PSC. In that same period, the PSMV definitely stopped being offered. As of 2019, ICET started using ENEM and PSI for the initial vacancies offered by its undergraduate courses, and the PSE was used only when it was necessary to fill idle vacancies.

With regard to the process of reserving vacancies, it is found that the selection processes adopted by the institution gradually adjusted to comply with national legislation.

## Context of the Selection Processes Adopted by ICET

ICET / UFAM, created in 2007 as part of the policy of expanding the Federal University of Amazonas to the interior of the state, represented a milestone in expanding access to higher education in the municipality of Itacoatiara and neighboring regions. To contextualize the object of this study, it is important to highlight the institutional normative framework that regulates the selection processes adopted at ICET.

In May 2002, CONSEPE established rules for the realization of the PSC, for admission to Undergraduate Courses from Project 2005, replacing those established by resolutions no. 018/1998 and n. CONSEP 014/2000 (Resolution No. 027, 2002). In Art. 2 of Resolution no. 027 the objectives of the PSC became:

- I - Select candidates for undergraduate courses offered by the University of Amazonas who are attending high school;
- II - Provide conditions for a progressive assessment of the knowledge of high school students;
- III - Provide high school students with an additional 40% (forty percent) of the places offered by PSM to those who have already completed high school (BRASIL. UA, 2002).

Art. 4 of the resolution says that “only students who are attending the 1st grade of high school will enter in educational establishments authorized to operate by the State Education Council (CEE)”. Sole Paragraph "Candidates who are attending the 2nd or 3rd grade of High School can only apply if they have participated in the previous Steps of the corresponding Project" (BRASIL. UA, 2002).

In the same year, in July 2002, Resolution no. 036 of CONSEPE regulates the relocation of surplus vacancies from the PSC to the PSM and vice versa. Thus, in its Art. 1, the resettlement of PSC vacancies to the PSM and vice versa for the same year of admission was authorized when such vacancies are not filled due to the absence of approved candidates in any of the Selection Processes. Art. 2, in turn, established that “the filling of the aforementioned vacancies occurs in the same courses and according to the order contained in the list of approval and final classification of the selection process in which there are approved candidates in the respective courses” (BRAZIL UFAM, 2002).

In 2006, Resolution no. 026 April 2006 from CONSEPE changed item III of Art. 2 of Resolution no. 027/2002 of the same Council, which deals with the PSC, for admission to undergraduate courses at UFAM, becoming effective with the following wording:

III - Provide opportunities for high school graduates who are participating in the PSC: 40% (forty percent) more places offered through the PSM, for courses offered in the city of Manaus; 50% (fifty percent) of the vacancies offered, per course, starting in 2007, for courses offered at Permanent Academic Units outside the municipality of Manaus (BRASIL.UFAM, 2006a).

In May 2006, Resolution no. 027 of CONSEPE amended Resolution no. 040/2004, of May 13, 2004 of the same council, which provides for the PSM for admission to undergraduate courses offered by the AU. In art. 1st single paragraph the PSM aimed to:

Select candidates for admission to UFAM undergraduate courses, verifying the knowledge acquired by candidates in high school, involving mastery of the content of the subjects, the ability to interpret data and facts, and the ability to organize their ideas and express them clearly (BRASIL. UFAM, 2006b).

In 2009, Resolution no. 005 of May 2009 from CONSEPE adopted ENEM as the sole selection criterion for 50% of the vacancies to be offered by UFAM in all selection processes that started in 2010, with the following breakdown: PSM would be replaced by ENEM from PSM / 2010, with candidates competing for 50% of the initial vacancies offered per course (vacancies for courses in the capital); PSMV, in turn, would be replaced by ENEM from PSMV / 2010/11, with candidates competing for 50% of the initial vacancies offered per course (vacancies for courses in Campi do Interior); on the other hand, the PSC maintains its current structure, with candidates competing for the remaining 50% of the initial vacancies offered per course (vacancies for all courses) (BRASIL. UFAM, 2009c).

In the same year, in September 2009, Resolution no. 046 of CONSEPE alters item III and its item "a", of art. 1, of Resolution no. 26/2006 of the same Council, the following wording becoming effective: Item III “Opportunity for high school graduates participating in the PSC”, line “a” “50% (fifty percent) of the initial vacancies for the courses offered in the municipality of Manaus” (BRASIL. UFAM, 2009d).

In art. 1st of Resolutions n. 024 May 2012 and n. 047 October 2014 from CONSEPE / CEG through PSE UFAM provides the offer of idle vacancies in its undergraduate courses, according to the following modalities: I - External Optional Transfer (TFE); II - Holder of a Higher Education Diploma (PD); III - Re-option Course (RC); and IV - Internal Optional Transfer (TFI) (BRASIL. UFAM, 2012b and 2014c).

However, in 2015, Resolution no. 043 of December 2015 from CONSEPE, regulates the criteria for access to vacancies offered in UFAM undergraduate courses, in the Selection Processes of the Capital and Interior, from 2016 and repeals Resolution No 005/2009, of the same Council, May 7, 2009. In its art. 1 ° From 2016, UFAM will adopt the following selection processes for the offer of vacancies in its regular and face-to-face undergraduate courses: I - SiSU / ENEM to offer up to 50% of the vacancies in all courses. University graduate; E III - PSI for the offer of at least 50% of the vacancies in the undergraduate courses of Academic Units located in the Interior of the State of Amazonas (BRASIL. UFAM, 2015c).

Still in its 2nd paragraph, "vacancies not filled after the third call of SiSU / ENEM and if there are no approved candidates on the waiting list, will be transferred to PSI in the undergraduate courses of Academic Units located in the interior of the State of Amazonas". The third paragraph, in turn, reports that "when there are remaining vacancies from the PSC because there are no approved candidates on the waiting list, such vacancies will be offered in second or third call to the candidates approved on the waiting list of ENEM / SiSU". Finally, the 4th paragraph addresses that "the relocation of vacancies between the referred processes will occur as there are vacant vacancies and the absence of approved candidates on the waiting list" (BRASIL. UFAM, 2015c).

In its art. 2° The PSC "will no longer be held, from the year 2018, for the courses of the Academic Units located in the Interior of the State of Amazonas". The Single Paragraph states that "the offer of vacancies through the Continuous Selection Process (PSC) for the courses of Academic Units located in the Interior of the State of Amazonas will cease to be carried out, gradually, until the cycle started in 2015" (BRAZIL) UFAM, 2015c).

In April 2016, Resolution no. 020 of CONSEPE established rules for the realization of the PSI, within the scope of UFAM. Thus, he resolved in his art. 1° to approve the regulation governing the realization of the PSI, contained in Annex I of this resolution. Where in Annex I, Chapter I of the registration and selection of the candidate, in art. 1st "the vacancies offered through the PSI will be destined to the candidate who has finished or has completed high school" (BRASIL. UFAM, 2016a).

## Final Considerations

In this article, we describe the forms of admission adopted at ICET / UFAM throughout its development, in the relations established with the process of democratizing the access of the population in an unfavorable socioeconomic condition. The discussion was based on the theoretical aspects presented in the studies of public education policies, as well as the data obtained from the Institute.

It was argued that affirmative actions are public educational policies aimed at accessing public higher education for the most disadvantaged or discriminated social groups whose purpose is to combat inequality and discrimination. These affirmative actions, according to Gomes (2001) can be defined as a set of compulsory public educational policies, designed to combat discrimination, as well as to correct or reduce the present effects of discrimination practiced in the past, with the aim of objective the realization of the ideal of effective equality of access to fundamental goods such as education.

At ICET, since its creation, in 2007, despite all the changes that occurred in the selection processes, until 2012, all vacancies in its undergraduate courses were offered through ample competition, and only from 2013, it began to be progressively offered reserve of vacancies through quotas, and from 2015 the bonus started to be adopted.

Reservation of vacancies and bonuses are affirmative actions implemented in order to reduce inequality and promote law and democratization. For Bittencourt (2017), the democratization of public education, in its dimension of access to higher education, is related to the implementation of public policies that aim to account for education as a social right.

Still in 2007, the first selection process adopted by ICET for its undergraduate courses was the PSMV (former entrance exam) and in the following year it started to adopt the PSC in parallel. As of 2010, PSMV gave way to SISU / ENEM which, together with PSC, became the two selection processes adopted to fill 100% of the initial vacancies offered by undergraduate courses. However, from 2010 to 2015, the PSMV continued to be adopted, now to fill the remaining vacancies in these two processes. In 2016, PSI replaced PSMV in filling the remaining vacancies of SISU / ENEM and PSC and in 2019, it replaced PSC in filling 50% of the initial vacancies offered by ICET / UFAM undergraduate courses.

Based on these results, without comparing the results of other studies developed at ICET / UFAM before the adoption of affirmative actions and the complexity of the concept of democratization, it can be understood that the changes made in the selection processes in order to reserve vacancies signal the beginning of a movement to expand access to populations hitherto excluded from public HEIs, however, it becomes very subjective to state that these public educational policies have really provided the democratization of access to public higher education. With that, we recommend the need to continue the studies so that we can compare results and affirm the real contribution of affirmative actions in the democratization process of higher education in ICET.

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