



Corresponding to Author
Polyana Raquel Pedroso¹

E-mail:

pooly_raquelpedroso@hotmail.com

CV Lattes:

<http://lattes.cnpq.br/3065662878824195>

Pontifícia Universidade Católica do
Paraná, Brazil.

Maria Lourdes Gisi

E-mail: gisi.marialourdes@gmail.com

CV Lattes:

<http://lattes.cnpq.br/2691166549969052>

Pontifícia Universidade Católica do
Paraná, Brazil.

Submitted: 28 jul. 2020

Accepted: 18 aug. 2022

Published: 27 sep. 2022

[doi> 10.20396/riesup.v9i0.8660632](https://doi.org/10.20396/riesup.v9i0.8660632)

e-location: e023040

ISSN 2446-9424

Antiplagiarism Check



Distributed under



The Experience of Students of the University for All Program (PROUNI) in Scientific Production in Theses and Dissertations – 2007-2017

Polyana Raquel Pedroso¹  <https://orcid.org/0000-0003-1950-3751>

Maria Lourdes Gisi²  <https://orcid.org/0000-0002-0474-474X>

ABSTRACT

Since the implementation of the University for All Program (PROUNI), by Law 11.096/2005, countless Brazilian students have benefited from access to private higher education. Considering the period of 2007, when publications started until 2017, there was an interest in analyzing scientific productions about the Prouni students' experience. To this end, a systematic review study was carried out, in master dissertations and doctoral theses, in the database of the Brazilian Digital Library of Theses and Dissertations (BDTD). The protocol for the systematic review proposed by Schiavon (2015, p. 54-72) was used, in its following phases: 1- Validation on the existence of the review on the topic; 2- Elaboration of the review protocol; 3- Application of the review protocol; 4- Analysis of the collected studies. 31 publications were found in this study and, of these, 9 were doctoral theses and 22 master's dissertations. The study showed several perceptions about Prouni, but what stands out is that it is seen by the majority as a program that does not democratize Brazilian higher education, because although this policy allows access to higher education, it is not concerned with the permanence of these nor guarantee the universality of the right to higher education for all young Brazilians. It can also be concluded that these students belong to a working social class and that they face several difficulties to remain in the university environment, difficulties that go far beyond the economic scope and have implications for the students' subjectivities.

KEYWORDS

Access to Higher Education. Public Policy. Higher Education.

A Experiência dos Estudantes do Programa Universidade para Todos (PROUNI) na Produção Científica em Teses e Dissertações - 2007-2017

RESUMO

Desde a implementação do Programa Universidade para Todos (PROUNI), pela Lei nº 11.096/2005, tem-se beneficiado inúmeros estudantes brasileiros no acesso à educação superior privada. Considerando o período de 2007, quando se iniciam as publicações até 2017, surgiu o interesse em analisar as produções científicas sobre a experiência dos estudantes do Prouni. Para tanto, foi realizado um estudo de revisão sistemática, em dissertações de mestrado e teses de doutorado, na base de dados da Biblioteca Digital Brasileira de Teses e Dissertações (BDTD). Foi utilizado o protocolo para a revisão sistemática proposto por Schiavon (2015, p. 54-72), nas suas seguintes fases: 1- Validação sobre a existência da revisão sobre o tema; 2- Elaboração do protocolo de revisão; 3- Aplicação do protocolo de revisão; 4- Análise dos estudos coletados. Foram encontradas 31 publicações neste estudo e, destas, 9 eram teses de doutorado e 22 dissertações de mestrado. O estudo evidenciou diversas percepções sobre o Prouni, mas o que se sobressai é que ele é visto pela maioria como um programa que não democratiza a educação superior brasileira, pois embora essa política possibilite o acesso à educação superior, não se preocupa com a permanência desses estudantes e nem garante a universalidade do direito à educação superior a todos os jovens brasileiros. Pode-se concluir, ainda, que esses estudantes pertencem a uma classe social trabalhadora e que enfrentam diversas dificuldades para permanecer no ambiente universitário, dificuldades essas que vão muito além do âmbito econômico e têm implicações nas subjetividades dos estudantes.

PALAVRAS-CHAVE

Acesso à Educação Superior. Políticas Públicas. Educação Superior.

La Experiencia de los Estudiantes del Programa Universidad para Todos (PROUNI) en Producción Científica en Tesis y Disertaciones – 2007-2017

RESUMEN

Desde la implementación del Programa Universidad para Todos (PROUNI), por la Ley 11.096/2005, innumerables estudiantes brasileños se han beneficiado del acceso a la educación superior privada. Teniendo en cuenta el período de 2007, cuando las publicaciones comenzaron hasta 2017, hubo interés en analizar producciones científicas sobre la experiencia de los estudiantes de Prouni. Con este fin, se realizó un estudio de revisión sistemática, en disertaciones magistrales y tesis doctorales, en la base de la Biblioteca Digital Brasileña de Tesis y Disertaciones (BDTD). Se utilizó el protocolo para la revisión sistemática propuesta por Schiavon (2015, p. 54-72), en sus siguientes fases: 1- Validación de la existencia de la revisión sobre el tema; 2- Elabroación del protocolo de revisión; 3- Aplicación del protocolo de revisión; 4- Análisis de los estudios recogidos. Se encontraron 31 publicaciones en este estudio y, de ellas, 9 fueron tesis y 22 disertaciones. El estudio mostró varias percepciones sobre PROUNI, pero lo que destaca es que la mayoría lo ve como un programa que no democratiza la educación superior brasileña, porque aunque esta política permite el acceso a la educación superior, no le preocupa la permanencia de estos y no garantiza la universalidad del derecho a la educación superior para todos los jóvenes brasileños. También se puede concluir que estos estudiantes pertenecen a una clase social trabajadora y que enfrentan varias dificultades para permanecer en el entorno universitario, dificultades que van mucho más allá del alcance económico y tienen implicaciones para las subjetividades de los estudiantes.

PALABRAS CLAVE

Acceso a la Educación Superior. Política Pública. Educación Superior.

1 Introduction

The object of study of this research is the University for All Program (PROUNI) and aims to analyze the scientific productions about the experience of Prouni students. Since the creation of the Program in 2004 and its institutionalization in 2005, by Law 11.096, it has granted full and partial scholarships in private institutions to Brazilian students without a college degree and this program has benefited countless students in the access to higher education (BRASIL, 2005). However, there are difficulties for these individuals to remain in higher education, arising from the very structure of higher education institutions and from others that are not restricted to the economic field, which are analyzed by Bourdieu (1998, 1984, 2001, 2010) and Bourdieu and Passeron (1975, 2014) in their studies on field, habitus, symbolic violence, and especially on cultural capital.

Brazilian higher education has developed in a markedly exclusionary and unequal way. Historically, higher education ratified and reproduced the inequalities found in society, instead of transforming society and allowing social ascension, a fact that is also observed in the current context. Universities, in turn, ignore sociocultural differences, selecting and privileging in their theory and practice the cultural manifestations and values of the dominant classes. Universities favor those who already dominate this cultural apparatus and not another portion of young people and adults who enter the universities through the University for All Program (BOURDIEU, 1998; BOURDIEU; PASSERON, 1975).

[...] the school system fulfills a legitimating function that is increasingly necessary for the perpetuation of the "social order" since the evolution of the relations of force between classes tends to exclude more completely the imposition of a hierarchy based on the brute and brutal affirmation of the relations of force (BOURDIEU, 2001, p. 311).

Bourdieu and Passeron (1975) emphasize that within a class society there are cultural differences, and, in turn, these classes differ in their cultural heritage, which is made up of norms, behaviors, values, among others. Bourdieu (1984) analyzes how individuals incorporate into the social structure, legitimize, and reproduce it. For his understanding, he built three concepts: field, habitus, and capital, besides distinguishing between economic, social, symbolic, and cultural capital.

The economic capital is related to the goods and services to which it gives access, as well as the social capital, which is the set of influential social relationships maintained by the family. Cultural capital, in turn, constitutes the element of family inheritance that would have the greatest impact on the definition of a subject's school destination. It is the set of intellectual qualifications produced by the school system or transmitted by the family and whose existence takes three forms: in an embodied state, as a lasting disposition of the body (such as the facility of expression in public, the command of language); in an objective state, as a cultural asset (such as the possession of paintings, books, dictionaries, instruments, machines); in an institutionalized state, that is, socially sanctioned by institutions (such as school titles). And finally, symbolic capital is the set of rituals linked to honor and

recognition. It is the credit and authority that confer to an agent the recognition and possession of the three other forms of capital (economic, cultural, and social) (BOURDIEU, 1996; 1998; 2014).

The social space is constructed in such a way that agents or groups are distributed there according to their position in the statistical distributions according to two principles of differentiation that [...] are undoubtedly the most efficient - the economic capital and the cultural capital. It follows that the agents have the more in common the closer these two positions are and the less the more distant they are in them (BOURDIEU, 1996, p. 20).

The field, as a symbolic space in which agents and institutions are inserted, is where confrontations take place and representations are legitimized. It is an autonomous space, a microcosm endowed with its own laws. The habitus is the capacity of individuals to incorporate a certain social structure, being the producer of actions and the product of historical and social conditioning (BOURDIEU, 2004, p. 20 and 28).

According to Nogueira and Nogueira (2002), all subjects are characterized by a socially inherited baggage. Higher education, in the case of young people and adults coming from culturally favored backgrounds, is considered a kind of continuation of family education, while for other young people and adults from less favored classes it would mean something strange, distant, or even threatening (BOURDIEU, 1998; BOURDIEU, 2010).

Most of the time, economic and social capital function as auxiliary means for the accumulation of cultural capital. For example, economic capital allows certain subjects to have access to certain educational institutions and cultural goods (BOURDIEU, 1998; BOURDIEU, 2010). Therefore, young people and adults with lower economic capital also draw from lower benefits in the university environment and from a lower diversity of opportunities within it (such as access to congresses, exchanges, extra courses, among others).

"Symbolic violence" becomes inherent and unavoidable in higher education institutions. This unperceived violence is veiled, founded on recognition, obtained by the inculcation of legitimacy by the dominant over the dominated, and which ensures the permanence of domination and social reproduction. The transmission of school culture, which conveys the norms of the dominant classes, is a symbolic violence exerted on the popular classes (BOURDIEU; PASSERON, 1975).

It can be thought that for the Prouni scholarship students, who fit into the working classes, since they declare to have a low income, the university represents a rupture when it comes to the values and knowledge of their practice, which are despised, ignored, and deconstructed in their cultural insertion. That is, these students need to learn new patterns or models of culture within the university environment (STIVAL; FORTUNATO, 2008).

Where we used to see equality of opportunities, meritocracy, and social justice, Bourdieu starts to see the reproduction and legitimization of social inequalities. In Bourdieu's theory, education loses the role it was given as a transforming and

democratizing instance of societies and starts to be seen as one of the main institutions through which social privileges are maintained and legitimized (NOGUEIRA; NOGUEIRA, 2002, p. 17).

Thus, for working-class students, achieving academic success becomes much more challenging, as they need to unlearn a culture to learn a new way of thinking, speaking, moving, creating a new way of seeing the world (STIVAL; FORTUNATO, 2008).

[...] as always, the school excludes: but from now on, it continuously excludes [...] and keeps in its midst those it excludes, contenting itself with relegating them to the devalued branches (BOURDIEU, 1998, p. 224).

Prouni students suffer a much greater "bombardment" when entering university than those who come from the elite. In reality, scholarship students have the impression of being in an unknown cultural environment. Symbolic violence permeates the university context in a subtle way that is difficult to perceive by those who conduct the actions, generating an environment of daily tension and hegemonic discourse.

Considering this, the interest in learning about the experiences of Prouni scholarship students arose, and for this we defined as a question that guided the study: What are the contributions of the studies about the experience of Prouni students, and how do they contribute to the study?

The text is structured in four sections: the first one contemplates the context of this article, a study about the University for All Program based on Pierre Bourdieu's writings. In the second section the methodology is presented, the research protocols for the systematic review and procedures; in the third section the results about the experiences of Prouni students are discussed and finally, in the fourth section some considerations about the study are presented.

2 Method

The protocol for the systematic review proposed by Schiavon (2015, p. 54-72) was used, in its following phases: 1- Validation about the existence of the review on the topic; 2- Preparation of the review protocol; 3- Application of the review protocol; 4- Analysis of the collected studies. The protocol created in this study was as follows:

Table 1. Protocol for systematic review

REVIEW PROTOCOL	
Title	The experience of students from the University for All Program (Prouni)
Question	What are the contributions of studies about the experience of Prouni students?
Objective	Analyze the results of publications on the experience of Prouni students.
Scientific Output	Master's dissertations and doctoral theses.
Database	Brazilian Digital Library of Theses and Dissertations (BDTD) (BRASIL, 2014).
Temporal scope	Period 2005 - 2019 (Law 11.096/2005 - Creation of Prouni).
Descriptors	"University for All Program"; "Prouni".
Search by descriptors	122 publications found.
Inclusion criteria	Have the word "Prouni" in the title of the publication; the subject of the publication

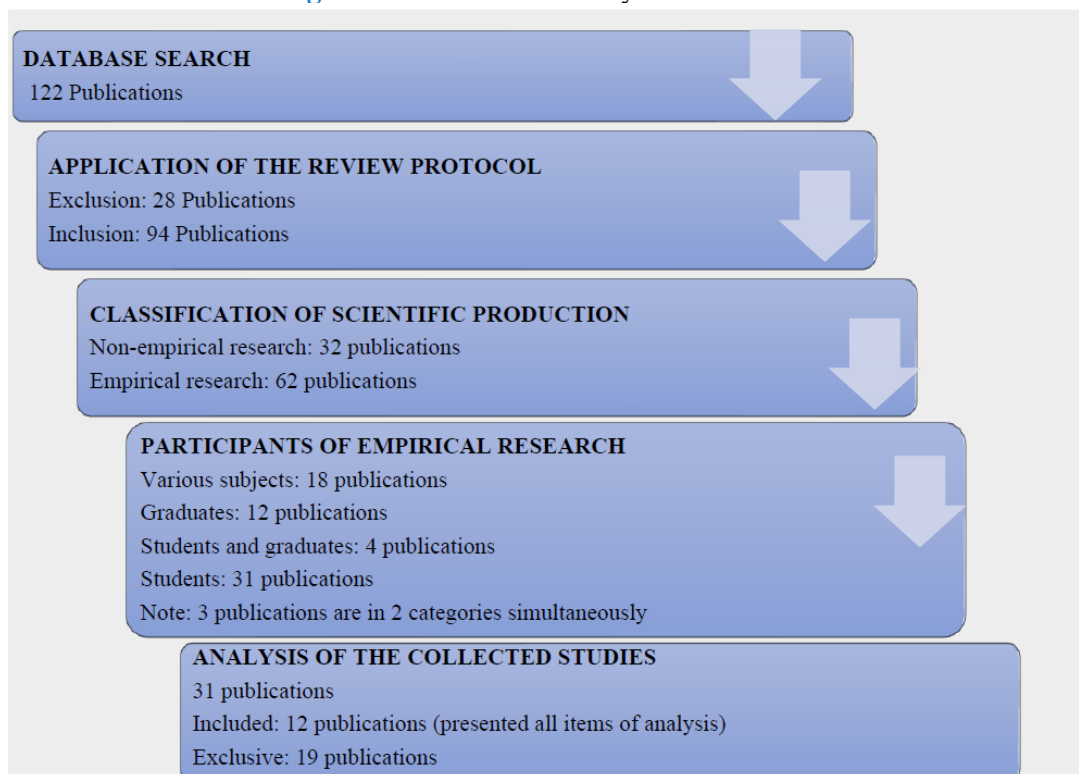
	should be about "Prouni students"; it should be empirical research; and have students as participants in the research sample; present the analysis items: objective, the method, the keywords, the theoretical contribution, the participants, the techniques, and the place of application of the research.
Exclusion Criteria	Unavailable publications; duplicates; languages other than Portuguese; publications that had other participants; non-empirical research; research that does not present the analysis items.

Source: the authors, systematic review study (2020).

In the application phase of the review protocol, the following procedures were carried out: 1) searching the database; 2) exporting the studies (references and abstracts), creating Excel spreadsheets; 3- analyzing the titles; 4) analyzing the abstracts; 5) building the list of included and excluded studies; 6) re-analyzing the excluded studies; 7) confirming or refuting the exclusion.

In the analysis phase of the collected studies, the following procedures were carried out: 1- downloading the studies in their entirety; 2- importing the studies into the Mendeley software; 3- coding the studies (author; date; title; type of publication; objectives; method; keywords; theoretical contribution; participant; technique; place of research; results); 4- data collection and creation of spreadsheets; 5- analysis and organization of the collected data; 6- construction of spreadsheets, charts, graphs with the analysis of the data; 7- description of the results found. The accounting of publications that involved the whole process is shown in Figure 1.

Figure 1. Flow chart of the systematic review



Source: the authors, systematic review study (2020).

3 Results

Thirty-one publications were found in this study and, of these, nine were doctoral theses and 22 master's dissertations. It was also verified that this phenomenon begins to be investigated between the period of 2007 and the year 2017. The largest number of publications was found in 2011, with seven publications.

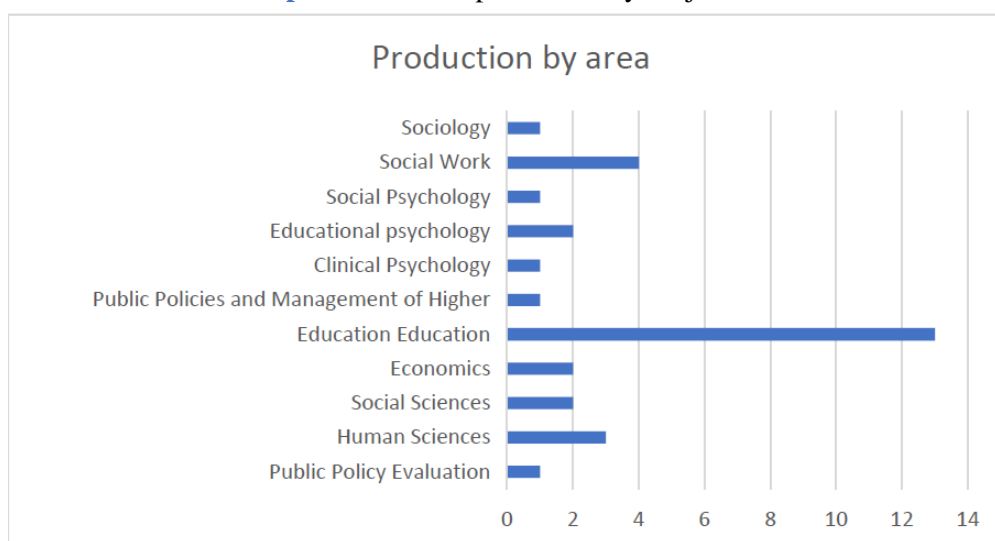
Table 2. Scientific production on the student experience

YEAR	QUANTITY	AUTHORS
2007	1	(LAMBERTUCCI, 2007).
2008	1	(COSTA, 2008).
2009	2	(ALMEIDA, 2009); (LEITE, 2009).
2010	5	(FELDMAN, 2010); (LIRA, 2010); (MARQUES, 2010); (RIZZO, 2010); (SILVA FILHO, 2010).
2011	7	(FERREIRA, 2011); (MELLO NETO, 2011); (NEVES, 2011); (PEREIRA FILHO, 2011); (SANTOS, 2011); (SENA, 2011); (SIMÕES, 2011).
2012	4	(ALMEIDA, 2012); (FEITOZA, 2012); (FERREIRA, 2012); (NONATO, 2012).
2013	1	(FONTELE, 2013).
2014	3	(BASCONI, 2014); (GHELERE, 2014); (OLIVEIRA, 2014).
2015	2	(KARNAL, 2015); (SANTOS, 2015).
2016	1	(SANTOS, 2016).
2017	4	(BORBA, 2017); (OLIVEIRA, 2017); (PEREIRA, 2017); (TELLES, 2017).

Source: the authors, systematic review study (2020).

The thematic areas of these publications included Sociology; Social Work; Social Psychology; Educational Psychology; Clinical Psychology; Public Policies and Management of Higher Education; Education; Economics; Social Sciences; Human Sciences; Evaluation of Public Policies. Thus, there was a great predominance of studies in Education, with 14 publications, as shown in Graph 1.

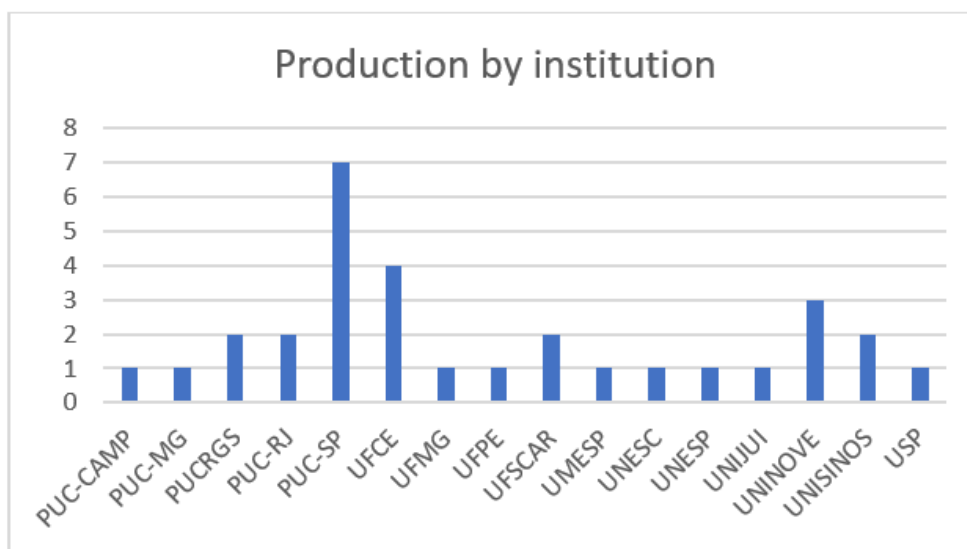
Graph 1. Scientific production by subject area



Source: the authors, systematic review study (2020).

Of the number of publications by state, São Paulo had the highest number, with 16 publications, followed by the state of Rio Grande do Sul, with five publications. Of the research institutions, the one that published the most studies were the Pontifical Catholic University of São Paulo (PUCSP), with seven studies, followed by the Federal University of Ceará (UFCE), which published four studies.

Graph 2. Scientific production by institution



Source: the authors, systematic review study (2020).

In the analysis about the objectives of the publications in relation to the experiences of the scholarship students of the University for All Program, it was found that the investigation of access and permanence together were identified in six publications; the investigation of access only was identified in four publications; the investigation of permanence only was identified in two publications; the studies that investigated the entrance were three publications and two publications were concerned with investigating the insertion.

About the objects of study, the investigation of social signification and meanings, the university experience, and the students' perception stand out, both identified in three studies. The construction of identity was identified in only one study, as well as the dynamic exclusion/inclusion, the phenomenon of social inclusion, and the personal, institutional, and public policy actions. The educational trajectory was identified in two studies.

The thoughts, views, and opinions of the students were identified in two studies; the political, economic, pedagogical, and social point of view, as well as the historical context, family and work conditions, and the conditioning factors of motivation were identified in only one study. The practices students develop, as well as the limits and possibilities were identified in only one study; the changes and/or impacts on their lives were identified in two studies. Social change and the role of the program were identified in only one study.

The subjective dimensions were identified in two studies; the multiple dimensions, the meaning of the experience; the factors that interfere with access and permanence, as well as the risk and protection factors and the stimulus and course completion were identified in only one study; the difficulties were identified in three studies; the difficulties along with the strategies were identified in only one study, as well as the profile of young people and the choice of the course; the research on black ethnicity was identified in two studies; and the research on students from public schools was identified in one study.

Regarding the methodological approaches that were used to conduct the publication, eighteen authors identified their study as qualitative; eight authors identified their research as quanti-qualitative and the remaining approaches were used by only one author as being quantitative approach; using Propensity Score Matching; multifocal approach; multidimensional approach; and biographical method.

Table 3. Methodological steps

	DESCRIPTIONS	QUANTITY
APPROACH	Qualitative	18
	Quantitative	1
	Qualitative-Quantitative	8
	Propensity Score Matching (PSM)	1
	Multidimensional	1
	Multifocal	1
TYPE	Descriptive	5
	Exploratory	2
	Cross-sectional	1
	Interpretive	1
	Transdisciplinary	1
PROCEDURE	Case Study	6
	Field research	12
	Documentary research	6
	Bibliographic research	14
	Biographical method	1
	Survey research	1

Source: the authors, systematic review study (2020).

Of the types of research, five authors named it as descriptive; two authors named their studies as exploratory and the other types of research were named by only one author as interpretive, transversal, and transdisciplinary. Regarding the research procedures, six authors used the case study, 14 used the bibliographical research, six authors used the documental research as a procedure and 12 authors used the field research, with only one author using the survey research.

Regarding the keywords of these publications, it can be seen that the most used term was "Prouni", in 26 studies; followed by "Higher Education", in 19 studies; and "University for All Program" and "Public Policies" in five studies each. The terms "Social Inclusion" and "Social Inequality" were found in three studies; followed by "Higher Education and the State"; "Affirmative Action"; "Permanence"; "Democratization of Education"; "Inclusion";

"Exclusion"; "Education"; "Youth", being found in two studies each.

It was not possible to identify the theoretical framework in 17 studies. Of those who identified the theoretical referential, the most cited was Edgar Morin, cited in four studies; followed by Pierre Bourdieu, cited in three studies. The theorists Bernard Lahire and Paulo Freire were cited by two studies. The following authors were cited by only one author each: Bernard Charlot; Merleau Ponty; Antônio Joaquim Severino; Alain Coulon; Jean-Claude Passeron; György Lukács; Francois Dubet; Axel Honneth; Jacques Simml; Antônio Gramsci.

The authors Afrânio Mendes Catani; Alípio Márcio Dias Casali; Maria José Viana M. Mattos; Ana Mercês Bahia Bock; Antonio Carlos Caruso Ronca; Cristiane Pereira de Melo Oliveira; Dermeval Saviani; Júlio César Godoy Bertolin; Cristina Firenze; Ligia Carvalho Aboes Vercelli; Luiz Fernandes Dourado; Maria Laura Puglisi Barbosa Franco; Marta Arretche; Mitsuko Aparecida Makino Antunes; Otaíza de Oliveira Romanelli were mentioned once by the same author. The most cited data analysis referential was Laurence Bardin's, cited by four authors, and its procedure "content analysis" cited by seven publications.

Table 4. Characteristics of the publications

AUTHOR/DATE	PARTICIPANTS	TECHNIQUES	PLACES OF APPLICATION
(LAMBERTUCCI, 2007)	28 Students (Questionnaire).	Questionnaire; Interview.	Pontifícia Universidade Católica de Minas Gerais (Campus Coração Eucarístico) em Belo Horizonte.
(COSTA, 2008)	4 Students (Focus Group); 994 Students (Questionnaire)	Focus Group; Questionnaire.	Universidade Paulista; Universidade Anhembi Morumbi; Universidade Santo Amaro; Universidade Cruzeiro do Sul; Universidade Castelo Branco; Universidade Bandeirante de São Paulo; Universidade Presbiteriana Mackenzie; Centro Universitário Ibero-Americano.
(ALMEIDA, 2009)	104 Students (Documentary research); 43 Students (Questionnaire).	Questionnaire.	Interior of the State of São Paulo.
(LEITE, 2009)	9 Students (Life History).	Life History.	Pontifícia Universidade Católica de Minas Gerais (Campus Coração Eucarístico e São Gabriel) in Belo Horizonte.
(FELDMAN, 2010)	9 Students (Interview).	Interview.	Faculdades Integradas Brasileiras Renascença; União Nacional das Instituições de Ensino Superior Privadas; Faculdade São Camilo; Centro Universitário Uni Sant'Anna; Universidade Presbiteriana Mackenzie; Universidade Bandeirantes de São Paulo.
(LIRA, 2010)	301 Students (Questionnaire).	Questionnaire.	Faculdade Santo Agostinho, em Teresina.
(MARQUES, 2010)	31 Students (Questionnaire);	Questionnaire;	Universidade Católica Dom Bosco; Centro Universitário de Campo

	Interviews)		Grande; Anhanguera Educacional.
(RIZZO, 2010)	95 Students (Questionnaire).	Questionnaire: Interview.	Universidade Anhanguera em São Caetano do Sul.
(SILVA FILHO, 2010)	3 Students (Life History).	Life History.	Grande São Paulo.
(MELLO NETO, 2011)	231 Students (Questionnaire); 6 Students (Interview)	Interview; Questionnaire	Universidade Católica de Pernambuco; Faculdade Maurício de Nassau; Faculdade Pernambucana de Saúde; Faculdade São Miguel; Faculdade Jose Lacerda Filho de Ciências Aplicadas; Associação Caruerense de Ensino Superior; Faculdade do Vale do Ipojuca; Faculdade Osman Lins; Instituto Superior de Educação de Floresta; Faculdade dos Guarapases.
(FERREIRA, 2011)	8 Students (Interview);	Questionnaire Interview	Instituto Superior de Ciências Aplicadas em Limeira/SP.
(NEVES, 2011)	10 Students (Interview).	Interview;	Centro Universitário do Norte (Uninorte/Laureate).
(PEREIRA FILHO, 2011)	1513 Students (Questionnaire); 1325 Registrations (Documentary analysis).	Questionnaire	Universidade do Vale do Rio dos Sinos.
(SANTOS, 2011)		Focus group	Pontifícia Universidade Católica de São Paulo; Universidade Nove de Julho; Centro Universitário Belas Artes.
(SENA, 2011)	9 Students (Interview).	Interview. Questionnaire	3 Instituições universitárias do estado de Minas Gerais.
(SIMÕES, 2011)		Observation; Mapping; Questionnaire, Interview; Group discussion..	Pontifícia Universidade Católica de São Paulo; Universidade Católica de Brasília; Universidade do Planalto Catarinense.
(ALMEIDA, 2012)	16 Students (Interview); 34 Students (Questionnaire)	Interview Questionnaire	Pontifícia Universidade Católica de São Paulo; Universidade Paulista; Universidade Presbiteriana Mackenzie; Universidade Bandeirantes de São Paulo; União Nacional das Instituições de Ensino Superior Privadas; Faculdades Sumaré.
(FEITOZA, 2012)	30 Students (Interview; Questionnaire).	Interview Questionnaire	Faculdade Paraíso.
(FERREIRA, 2012)	30 Students (Interview).	Interview	Faculdade Pitágoras em Londrina.
(NONATO, 2012)	10 Students (Interview; Questionnaire)	Interview; Questionnaire.	Pontifícia Universidade Católica de Minas Gerais.
(FONTELE, 2013)	50 Students (Questionnaire).	Questionnaire	4 Private higher education institutions.
(BASCONI, 2014)	13 Students (Interview).	Interview;	Claretiano Faculdade; Faculdade Asser.
(GHELERE, 2014)	43 Students (Questionnaire).	Questionnaire	Universidade do Extremo Sul Catarinense.
(OLIVEIRA, 2014)	4 Students (Questionnaire; Interview).	Questionnaire; Interview	Pontifícia Universidade Católica de São Paulo.
(KARNAL, 2015)	13 Students (Focus	Focus group;	Rio Grande do Sul.

	Group; Questionnaire.)	Questionnaire.	
(SANTOS, 2015)	9 Students (Interview; Questionnaire).	Interviews; Questionnaire	Universidade Unigranrio.
(SANTOS, 2016)	60 Students (Questionnaire).	Questionnaire; Interview	Pontifícia Universidade Católica do Rio Grande do Sul.
(BORBA, 2017)	13 Students (Interview; Questionnaire).	Interview; Questionnaire,	Pontifícia Universidade Católica do Rio Grande do Sul.
(OLIVEIRA, 2017)	14 Students (Interview).	Interview	Diversas IES em Fortaleza (CE).
(PEREIRA, 2017)	5 Students (Interview).	Interview	Private university in the west zone of São Paulo.
(TELLES, 2017)	10 Students (Interview).	Interview	Universidade Regional do Noroeste do Estado do Rio Grande do Sul.

Source: the authors, field research (2020).

Of the techniques used to conduct the research, it is perceived that 15 authors only make use of one instrument; only one study uses five instruments; and the other authors make use of two instruments to construct their research.

It was identified that 21 authors indicate the use of questionnaires, and the same number of authors indicate the use of interviews. The focus group was used in three publications. The life history technique was used in two studies. And observation, mapping, and group discussion were used by only one author each.

From the analysis of these data, only two publications were not able to identify the number of participants. From the other 29 publications, it was found that the sum of the total participants involved in all publications was 5,077, with an average of 175 participants.

We found that the application of the life history technique involved 12 students; the documentary analysis of student data and records involved 1,429 students; the focus group involved 17 students; the interviews involved 227 students; and the questionnaires involved 3,502 students. Only two studies mentioned the use of software to tabulate the data from their analyses, and both used the Statistical Package for the Social Sciences - SPSS.

Of the research sites, the most researched institution was the Pontifical Catholic University of São Paulo, cited in four studies. The following institutions were mentioned in three studies: Pontifícia Universidade Católica de Minas Gerais; Universidade Bandeirante de São Paulo; Universidade Presbiteriana Mackenzie. The following institutions were cited by two studies: Paulista University; National Union of Private Higher Education Institutions; Pontifical Catholic University of Rio Grande do Sul.

The following institutions were cited by only one author: Universidade Anhembí Morumbi, Universidade Santo Amaro, Universidade Cruzeiro do Sul, Universidade Castelo Branco, Centro Universitário Ibero-Americano, Faculdades Integradas Brasileiras Renascença, Faculdade São Camilo, Centro Universitário Uni Sant'Anna, Faculdade Santo Agostinho, Universidade Católica Dom Bosco, Centro Universitário de Campo Grande, Anhanguera Educacional, Universidade Anhanguera, Universidade Católica de Pernambuco,

Faculdade Maurício de Nassau, Faculdade Pernambucana de Saúde, Faculdade São Miguel, Faculdade Jose Lacerda Filho de Ciências Aplicadas, Associação Caruaruense de Ensino Superior, Faculdade do Vale do Ipojuca, Faculdade Osman Lins, Instituto Superior de Educação de Floresta, Faculdade dos Guararapes, Instituto Superior de Ciências Aplicadas, Centro Universitário do Norte, Universidade do Vale do Rio dos Sinos, Universidade Nove de Julho, Centro Universitário Belas Artes, Universidade Católica de Brasília, Universidade do Planalto Catarinense, Faculdades Sumaré, Paraíso Faculty, Pitágoras Faculty, Claretiano Faculty, Asser Faculty, Universidade do Extremo Sul Catarinense, Unigranrio University, Universidade Regional do Noroeste do Estado do Rio Grande do Sul.

Of those who identified their research institutions, only one study involved 10 institutions; one study involved eight institutions; two studies involved six institutions each; three studies involved three institutions each; one study involved two institutions; and most researched only one institution, which was found in 17 studies.

Seven authors kept the name of the researched institutions confidential, but six presented their region, state, or city, among these: two studies corresponded to the city of São Paulo - SP, and one study to the state of São Paulo. One study referred to the state of Minas Gerais; one study referred to the state of Rio Grande do Sul, and one study referred to the city of Fortaleza - CE. Only one study maintained complete confidentiality, not presenting the institution or its location data.

3.1 Studies on the experiences of Prouni students

Of the 31 publications that comprised this sample, only in 12 publications were all the determined analysis criteria identified (A - objective; B - method; C - keywords; D - theoretical contribution; E - participants; F - techniques; G - place of application).

Table 5. Analysis of the publications

Author/Date	A	B	C	D	E	F	G	Analysis
(LAMBERTUCCI, 2007)	X	X	X	X	X	X	X	Included
(COSTA, 2008)	X	X	X	-	X	X	X	Excluded
(ALMEIDA, 2009)	X	X	X	-	X	X	X	Excluded
(LEITE, 2009)	X	X	X	-	X	X	X	Excluded
(FELDMAN, 2010)	X	X	X	X	X	X	X	Included
(LIRA, 2010)	X	X	X	-	X	X	X	Excluded
(MARQUES, 2010)	X	X	X	-	X	X	X	Excluded
(RIZZO, 2010)	X	X	X	X	X	X	X	Included
(SILVA FILHO, 2010)	X	X	X	-	X	X	X	Excluded
(MELLO NETO, 2011)	X	X	X	-	X	X	X	Excluded
(FERREIRA, 2011)	X	X	X	X	X	X	X	Included
(NEVES, 2011)	X	X	X	-	X	X	X	Excluded
(PEREIRA FILHO, 2011)	X	X	X	X	X	X	X	Included
(SANTOS, 2011)	X	X	X	X	-	X	X	Excluded
(SENA, 2011)	X	X	X	X	X	X	X	Included
(SIMÕES, 2011)	X	X	X	X	-	X	X	Excluded
(ALMEIDA, 2012)	X	X	X	-	X	X	X	Excluded
(FEITOZA, 2012)	X	X	X	-	X	X	X	Excluded

(FERREIRA, 2012)	X	X	X	X	X	X	X	Included
(NONATO, 2012)	X	X	X	X	X	X	X	Included
(FONTELE, 2013)	X	X	X	X	X	X	X	Included
(BASCONI, 2014)	X	X	X	-	X	X	X	Excluded
(GHELERE, 2014)	X	X	X	-	X	X	X	Excluded
(OLIVEIRA, 2014)	X	X	X	-	X	X	X	Excluded
(KARNAL, 2015)	X	X	X	-	X	X	X	Excluded
(SANTOS, 2015)	X	X	X	-	X	X	X	Excluded
(SANTOS, 2016)	X	X	X	-	X	X	X	Excluded
(BORBA, 2017)	X	X	X	X	X	X	X	Included
(OLIVEIRA, 2017)	X	X	X	-	X	X	X	Excluded
(PEREIRA, 2017)	X	X	X	X	X	X	X	Included
(TELLES, 2017)	X	X	X	X	X	X	X	Included

Source: the authors, field research (2020).

Only the publications that contained all the criteria, demarcated in Chart 5 with (X), had their results analyzed, by means of data from the abstract and the final considerations. Next, the main results that these studies obtained in their analyses will be presented individually and chronologically.

Lambertucci's (2007) dissertation, in Education, from PUC-MG, is one of the pioneer researchers in the history of the program. This research had the objective of getting to know the practices that students develop to enter and remain in the university. The research has a qualitative approach and was applied to 28 students from PUC Minas, at the campus Coração Eucarístico. The research showed that these students have developed practices that allow them not only to remain in the university environment, but also to obtain learning results superior to those of students who do not receive a Prouni scholarship. Another aspect highlighted was the importance of the professor as a facilitator of the students' insertion in the university language and as a reinforcer of their mobilization in the academic activities. The data from this study reveal that the university environment means for these students the discovery of other worlds, since in their relationship with their colleagues they explore other social spaces. The research shows that, in the university space, there is social discrimination, just as some of those discriminated against take a particular stance in facing the situation. However, students from disadvantaged classes show themselves to be excellent students at universities (LAMBERTUCCI, 2007).

The dissertation by Feldman (2010), in Education, from Uninove, aimed to verify, through the voices of students, if the social meaning that the student attributes to Prouni occurs in the genericity of the in-self or for-self. The qualitative research was applied to nine students, corresponding to the following institutions: Faculdades Integradas Brasileiras Renascença; Faculdade São Camilo; Centro Universitário Uni Sant'Anna; Universidade Presbiteriana Mackenzie; Universidade Bandeirantes de São Paulo. Feldman (2010) revealed that studying higher education is a necessity, built to maintain lability, even in a non-working situation, showing that facing the possibility of a higher-level course, the meaning given to Prouni is elaborated in the immediate, with no demonstration of a critical understanding of reality. In this research, it was verified that, for these students, higher education means a means for later insertion in the job market. In their speeches, one can see that employability is

incorporated as a goal to be achieved through higher education. There were no demonstrations of a para-self-consciousness in the discussion of the relations of domination. However, in face of the statements, it was visualized that, when opportunities for access to higher education are offered, there is no demonstration of a critical understanding of reality. In this work, it was shown that the simple insertion of young people in higher education is not a guarantee of the full objectification that would produce free and universal subjects. It is concluded, therefore, that higher education conquered through a public policy program of the federal government does not guarantee the achievement of social equality, because the individual competition or competitive mentality is the conduct imposed by the capital (FELDMAN, 2010).

The dissertation in Education at Uninove, by Rizzo (2010), aimed to deepen the reflection on the dynamics of inclusion/exclusion and understand how scholarship students assisted by the program organize themselves to continue their studies. This field research was conducted with 95 students at Anhanguera University, in São Caetano do Sul. This study understood that the fact that a subject or group has access to certain spaces or certain goods should not be considered as an indicator that experiences of exclusion are not present in these environments. The appropriation of spaces, autonomy, and independence are not achieved only with insertion and access. The experience of having contact with technologies that were previously distant and of living experiences that were previously inaccessible does not mean free transit, proficiency, and knowledge. Their results indicate that the feeling of satisfaction that students experience is the first product of an equation that is not solved only with the entry/insertion into higher education, since Prouni has enabled a continuity in the education process and a realization that for many was not possible without the receipt of the scholarship (RIZZO, 2010).

Ferreira (2011) published a thesis in Education at UFSCAR, with the objective of investigating the conditions that motivated Prouni scholarship students, entering the Pedagogy course, to seek higher education, as well as the meaning attributed to this education and how this university experience occurred. The qualitative research was applied to eight students from the Instituto Superior de Ciências Aplicadas in Limeira/SP. It was found that students coming from the lower social strata of the Brazilian population go through great difficulties and privations, material, and the possibility of access to higher education, to continue their studies, is provided by policies such as Prouni, since education for them is assimilated as primordial for social ascension. It can be revealed that for the participants, Prouni represents a possibility of transformation of their living conditions, since they improved their chances of access to the labor market, thus ensuring, in a way, the realization of their aspirations for financial autonomy and social mobility (FERREIRA, 2011).

The thesis of Pereira Filho (2011), in Human Sciences, from Unisinos, aimed to describe, analyze, interpret, and discuss the profile of young university students who receive Prouni scholarships at Unisinos. The research of quali-quantitative approach, of descriptive and interpretative type, was applied to 1,513 students and conducted the analysis of 1,325

registrations at the University of Vale do Rio dos Sinos. The thesis allowed an understanding of the plurality of students' social experiences, characterizing Prouni with the students' discourse: "simply too much", "a great achievement by the government", "grade 10", "it came at a great time", "it is the entrance through the front door", "an initial push for a long learning path". They conclude that it is the "best social inclusion program". However, for other students, "it is a palliative social program, which aims to revert historical conditions that have not made possible a greater universalization of higher education for the Brazilian population". The "access to higher education is public, free and massive, but it's not free", because it proves to be insufficient for social dimensions, such as housing, transportation, food, and other necessities. Prouni reaffirms the change in the picture of Brazilian reality when it comes to gender and ethnicity in higher education, with the presence of women and blacks in these environments (PEREIRA FILHO, 2011, p. 98).

The thesis of Sena (2011), in Education, from PUCSP, aimed to identify the personal, institutional, and public policy actions that contribute or have contributed to the encouragement, access, insertion, permanence and completion of the higher education course by Prouni scholarship recipients. The qualitative approach study was applied to nine students among three unidentified university institutions in the state of Minas Gerais. The research pointed out that although Prouni enables the access of the low-income population to higher education, the program is still insufficient, since it requires the adoption of actions from public policies and higher education institutions that encourage the permanence, insertion, and completion of the course by the student. It is considered that, currently, the possibility of completing the course and staying in the university has been concentrated on the student's personal effort (SENA, 2011).

The thesis of Ferreira (2012), in Education, at Uninove, aimed to understand the subjective dimensions of Prouni scholarship students in relation to the program in its multiple dimensions. The qualitative approach research was applied to 30 students at Faculdade Pitágoras de Londrina. The thesis concluded that the program has a great socio-educational, cultural, and economic value, because it offers the possibility of inclusion and access to higher education, allowing low-income students to qualify for work. The program caters to a social stratum that has traditionally been deprived of public policies of access to higher education and opens paths for social, cultural, and economic transformation, because it promotes the professional training that society needs, being a favorable inclusion policy that contributes to the ideal of social justice. Prouni enabled the participants of the research to glimpse both objectively and subjectively an expectation of social and economic change, an improvement in quality of life, recognition by their peers, and recognition by the job market through higher education. It is evident that the program offered concrete benefits in the lives of the scholarship recipients, in their jobs, making it possible for the dream of a better life and more opportunities to come true, both for the student and his family. Given the experiences of the scholarship recipients, it can be understood that access to higher education represents the confrontation, the overcoming for a better living condition and a change in perspective (FERREIRA, 2012).

The dissertation in Education from UFMG, by Nonato (2012), aimed to understand the meanings of university experiences for these young people, based on the theoretical references of the sociology of youth and the sociology of education. The qualitative research was applied to 10 students at the Pontifical Catholic University of Minas Gerais. The study by Nonato (2012) showed, based on the speeches of the participants, a great appreciation of family effort in the trajectory of these students. Note that the expansion of private higher education occurs, but it is far from being democratic. The opportunities of access to higher education for young people from less favored classes are restricted and, besides this, the course chosen is conditioned by several factors, such as the great competitiveness of the courses of greater academic and social prestige, the need to reconcile work and study, the payment of tuition fees, the possibilities of bearing other costs to stay at the university, among others. The publication explains that the university trajectory of the participants was not determined solely and exclusively by their social belonging, because they lived in the same social context as many other young people, with very similar stories, however, they presented different dispositions from the other young people, showing that from a common context, the young people build their experiences in a unique and singular way. It can be noticed that the relationship of young people with the university culture occurred through resistance or adaptation, as in the act of dressing, in their behavior, and in their ways of acting in the university environment. Some students revealed that the university culture required them to deny some sociocultural traits not recognized and valued by it, in the name of attitudes, behaviors and values consistent with an environment "intellectually prestigious", being considered a factor generating conflicts and a posture of denial of their origins and identities (NONATO, 2012).

Fontele (2013) published the dissertation in Public Policy and Management of Higher Education at UFCE, which aimed to critically analyze Prouni, based on the divergent opinions about it and the thought of its own beneficiaries, establishing a permanent relationship between what the legal instrument that instituted it advocates and its effectiveness in combating social asymmetry. The qualitative-quantitative study was applied to 50 students from four unidentified institutions. It was concluded that from the students' perception, Prouni is considered to fulfill its objective as an affirmative policy, however, other students point out the program as a benevolent action, practiced by the federal government for young people who cannot access public institutions. The incidence of episodes of discrimination faced by scholarship students is evident, which highlights a high occurrence of these situations in the relationship with professors (FONTELE, 2013).

The publication by Borba (2017), a dissertation in Social Sciences at PUCRS, aimed to identify the possible difficulties that students face during their trajectory at this educational level. The qualitative approach study was applied to 13 students at the Pontifical Catholic University of Rio Grande do Sul. It mentioned that inequalities, in their various facets, are continuously reproduced in society, one of these facets being educational inequality. From the participants' analysis, it is emphasized that the difficulties of permanence are: the need to

work, which is also an impediment to maintain a high academic performance and to do internships; lack of support from the institutions (structuring of the timetable); difficulty in establishing a circle of friendships and feeling of loneliness; differences arising from age group; recognition of different cultural aspects. It is evident the relevance of the role of family members as support to overcome the difficulties mentioned above; the exchange of information among the institution's own students, scholarship recipients and/or paying students, which is an important factor for the sharing of strategies; and reports of the experience of interpersonal relationships with classmates and/or professors, including episodes of prejudice. Prouni provides access for these students, but it is still insufficient to meet their permanence needs, especially in medium-high social prestige courses (BORBA, 2017).

The dissertation of Pereira (2017), in Education, from PUCSP, aimed to know what students who participate in the experience of being beneficiaries of an affirmative action program, Prouni, think about this program of social inclusion to higher education. The qualitative research was applied to five students from an unidentified institution in the west zone of São Paulo. It was shown that, for the participants, the program allows both access and permanence in higher education, promoting personal, professional, and social changes for its beneficiaries. In the trajectory of the participants, it is verified the family's low schooling level, being the first or the second person in the family to enter a university course. It was evident that the fact that the participants have a low income and live in the suburbs reduces their leisure possibilities, such as theater, shows, theme parks, visits to bookstores, museums, and trips. About the students' daily lives, it was verified that they face difficulties, among them, the need to work during the day and study at night; to eat fast consumable and low-cost food; to sleep extraordinarily little; to commute too much (home-university-work). Students need to concentrate in class to be able to maintain a good performance and scholarship, something that becomes a factor of difficulty as well. Therefore, to overcome these situations, students receive support from their families, classmates, and teachers. Besides, it was verified the existence of episodes of prejudice against students for using the Prouni scholarship. In their reports, they mention that the scholarship recipients feel that their classmates deprive them of giving their opinions on matters concerning tuition fees and changes in the pedagogical routine of the university. Regarding feelings, the participants of this research report: feeling treated as privileged, for being in a private institution, without paying tuition; being considered smarter, for having won a scholarship; feeling rejected in certain groups in the classroom. However, participants report feeling much more socially valued for attending higher education (PEREIRA, 2017).

The dissertation by Telles (2017), in Education, from Unijuí, aimed to analyze Prouni at the local level, considering the historical context of Brazilian higher education. The research of qualitative approach, of exploratory and descriptive type, was applied to 10 students from Unijuí. The dissertation mentioned that in Brazil there is inequality in educational opportunities and especially in higher education for people from minority groups, and that it is the duty of the State to reduce the social inequalities existing in society, which is

set as a duty since the Federal Constitution of 1988, and it is the duty of the State to promote the equal right to education. The results of this study identified that access to cultural capital is one of the factors of greatest influence in the choice of undergraduate courses of greater-lower prestige. They also emphasize that although Prouni is an important milestone for the possibility of a democratization of higher education in the country, it is not enough to cancel the inequalities of access to cultural goods, which are reflected in the options of choice of undergraduate courses, because students who had a more privileged trajectory of cultural capital have greater possibility of choice in front of the courses and could compete for those more competitive (TELLES, 2017).

The researchers' perception of the Prouni students contemplates a plurality of social experiences and experiences. Among the 12 scientific productions that were selected, it is observed that five students emphasize the possibility of social ascension through the conquest of higher education. However, the others refer to the existence of rejection and discrimination in the academic space, denial of some sociocultural traits, lack of support from institutions, difficulty in establishing a circle of friendships, and feeling of loneliness. They believe that the program is still insufficient, since it requires the adoption of actions from public policies and higher education institutions that encourage the permanence, insertion, and conclusion of the course by the student. Financial difficulties and the need to work compromise the monitoring of studies and, also, the impossibility to access the most popular courses causes frustration.

The results highlight issues pointed out by Bourdieu when referring to heirs "the social inequality of the different social strata before the school appears firstly in the fact that they are unequally represented" and even if these students have more chances due to scholarships, the author mentions that: "school disadvantage is also expressed in the restriction of the choice of studies that can be reasonably envisioned by a given category." He thus indicates that the chances are more limited when students belong to a more disadvantaged background. This according to Bourdieu, denotes that in a [...] population of students, one apprehends no more than the result of a set of influences arising from social origin and whose action exerts itself for a long time" (BOURDIEU, 2014, p, 16 and 17, 30, 31, author's emphasis).

Almeida (2015, p. 90, 95, 96) conducted a survey of students with Prouni scholarships and found that although they come from more socially deprived strata, there is a marked heterogeneity of paths. This difference is visible among younger scholarship recipients, who are in more prestigious universities and in 4-to-5-year bachelor courses. Others are in smaller institutions and in shorter courses, where there is less competition, such as the technologist and undergraduate courses. They are older students, from neighborhoods farther away from the center. For this second group, higher education represents an opportunity to get a diploma, but with low symbolic recognition, in institutions of low educational quality, and it is this group that includes the great majority of the scholarship recipients.

Such findings highlight the difficulties that persist despite Prouni being more than 15 years old since its approval and start-up in 2005. The problem is that the government only provides access, leaving it to the institutions to ensure permanence, which requires welcoming and monitoring of the pedagogical process so that these students can successfully finish their courses.

4 Final Considerations

The objective of this work was to analyze the existing scientific productions about the experiences of Prouni scholarship students. The study made it possible to know the Program from the perception of students and made evident the difficulties faced in relation to the insertion in a strange and, at times, even hostile environment.

The studies analyzed on Prouni students, made it possible to gather unique experiences regarding the educational trajectory, the family context, and the university experience of the researched students. In the results of the researches selected in systematic review, which point out realities from all over the country, it is possible to visualize brief scenes of the life of these young people, the difficulties faced by students to remain in college, the strategic behaviors performed by students to remain in college, and the main factors that may influence college permanence, thus contributing with reflections that are urgent in the context of higher education institutions and in the formulation of educational policies.

It was verified that the authors surveyed in this review study pointed out several opinions and views about the University for All Program, however, it is seen by most publications as a program that does not democratize Brazilian higher education. Some of these authors even use the term "pseudo-democratization", since this educational policy only enables access to higher education but does not present actions for the permanence of these students, nor does it guarantee the universality of the right to higher education for all young Brazilians.

It can be concluded that the students who receive a Prouni scholarship belong to a working social class and that they face several difficulties to remain in the university environment. These difficulties go far beyond the economic realm but have implications on the subjectivities of the students. Most of the publications analyzed in this study corroborate Bourdieu's criticism of education, pointing out that Prouni has become a social program that helps maintain the existing inequalities in Brazilian society, because the subjects of less favored social classes are offered courses of less social prestige, fewer opportunities in the university experience (such as access to exchanges, national and international conferences, among others), facing numerous difficulties to complete their courses, including economic, pedagogical, family, relational and subjective. Bourdieu and Champagne (1998) emphasize that ethnic minorities and the most disadvantaged social classes are disinherited and excluded from higher education, and, with this study, it was glimpsed that in face of this reality, many

students adopt an adaptive behavior of resilience to succeed in completing their undergraduate courses.

References

- ALMEIDA, Maria Aparecida de. **Universidade para todos: o Prouni na visão dos bolsistas de uma instituição de ensino superior.** 2009. 121 f. Dissertação (Mestrado em Educação) – Centro de Ciências Sociais Aplicadas, Pontifícia Universidade Católica de Campinas, Campinas, 2009.
- ALMEIDA, Wilson Mesquita de. **Ampliação do acesso ao ensino superior privado lucrativo brasileiro: um estudo sociológico com bolsistas do Prouni na cidade de São Paulo.** 2012. 294 f. Tese (Doutorado em Sociologia) – Faculdade de Filosofia, Letras e Ciências Humanas, Universidade de São Paulo, São Paulo, 2012.
- BASCONI, Tatiane Cristina Fernandes. **O programa Universidade para Todos (PROUNI) e a expansão do ensino superior brasileiro.** 2014. 175 f. Dissertação (Mestrado em Educação) – Instituto de Biociências, Universidade Estadual Paulista, Rio Claro, 2014.
- BORBA, Thamires Mielle. **Desigualdades na educação superior: acesso e permanência de bolsistas Prouni na PUC-RS.** 2017. 145 f. Dissertação (Mestrado em Ciências Sociais) – Programa de Pós-Graduação em Ciências Sociais, Pontifícia Universidade Católica do Rio Grande do Sul, Porto Alegre, 2017.
- BOURDIEU, Pierre. **Questões de sociologia.** Rio de Janeiro, RJ: Marco Zero, 1984. 288 p. ISBN 972-754-197-6.
- BOURDIEU, Pierre. **Razões práticas: sobre a teoria da ação.** Campinas, SP: Papius, 1996. 224 p. ISBN 85-308-0393-0.
- BOURDIEU, Pierre; CHAMPAGNE, Patrick. Os excluídos do interior. *In:* NOGUEIRA, Maria Alice; CATANI, Afrânio (org.). **Escritos de educação.** Petrópolis, RJ: Vozes, 1998. 224 p. ISBN 85.326.2053-1.
- BOURDIEU, Pierre. **A economia das trocas simbólicas.** 5. ed. São Paulo, SP: Perspectiva, 2001. 311 p. Coleção Estudos. ISBN 978-85-273-0140-4.
- BOURDIEU, Pierre. **Os usos sociais da ciência: por uma sociologia clínica do campo científico.** São Paulo, SP: Editora UNESP, 2004. ISBN 85-7139-530-6.
- BOURDIEU, Pierre. Os três estados do capital cultural. *In:* NOGUEIRA, M. A.; CATANI, A. (org.) **Escritos de Educação.** 11. ed., Petrópolis, RJ: Editora Vozes, 2010. 224 p. ISBN 85.326.2053-1.
- BOURDIEU, Pierre; PASSERON, Jean-Claude. **A reprodução.** Elementos para uma teoria do sistema de ensino. Rio de Janeiro, RJ: Francisco Alves, 1975. 302 p. ISBN 978-85-326-3651-5.

BOURDIEU, Pierre; PASSERON, Jean-Claude. **Os herdeiros: os estudantes e a cultura.** Trad. Ione Ribeiro Valle, Nilton Valle. Florianópolis, SC: Ed. da UFSC, 2014. 172 p. ISBN 978.85.328.0653-6.

BRASIL. BDTD. **Biblioteca Digital Brasileira de Teses e Dissertações.** 2014. Disponível em: <http://bdtb.ibict.br/vufind/>. Acesso em: 2 maio 2020.

BRASIL. Lei nº 11.096, de 13 de janeiro de 2005. Institui o Programa Universidade para Todos – PROUNI, regula a atuação de entidades beneficentes de assistência social no ensino superior; altera a Lei nº 10.891, de 9 de julho de 2004, e dá outras providências. **Diário Oficial da União**, Brasília, DF, 14 jan. 2005. Disponível em: http://www.planalto.gov.br/ccivil_03/_Ato2004-2006/2005/Lei/L11096.htm. Acesso em: 7 maio 2020.

COSTA, Fabiana de Souza. **Políticas públicas de educação superior - Programa Universidade para Todos: um olhar dos alunos beneficiários na PUC-SP.** 2008. 174 f. Dissertação (Mestrado em Educação) – Programa de Pós-Graduação em Educação: Currículo, Pontifícia Universidade Católica de São Paulo, São Paulo, 2008.

FEITOZA, Francisca Disnê Cândido. **Avaliação do Programa Universidade para Todos, PROUNI, no curso de direito da Faculdade Paraíso em Juazeiro – CE.** 2012. 88 f. Dissertação (Mestrado em Economia) – Programa de Pós-Graduação em Economia no Setor Público, Universidade Federal do Ceará, Fortaleza, 2012.

FELDMAN, Márcia Regina dos Santos. **Histórias que se cruzam na significação social dada ao Programa Universidade para Todos.** 2010. 299 f. Dissertação (Mestrado em Educação) – Programa de Pós-Graduação em Educação, Universidade Nove de Julho, São Paulo, 2010.

FERREIRA, José Angelo. **A compreensão do sujeito bolsista em relação ao programa universidade para todos: PROUNI, à luz do pensamento complexo.** 2012. 256 f. Tese (Doutorado em Educação) – Programa de Pós-Graduação em Educação, Universidade Nove de Julho, São Paulo, 2012.

FERREIRA, Karin Terrell. **PROUNI: trajetórias.** 2011. 166 f. Tese (Doutorado em Ciências Humanas) – Centro de Educação e Ciências Humanas, Universidade Federal de São Carlos, São Carlos, 2011.

FONTELE, Tereza Lúcia Lima. **PROUNI: uma reflexão sobre a voz de beneficiários do programa.** 2013. 105 f. Dissertação (Mestrado em Políticas Públicas e Gestão da Educação Superior) – Pró-Reitoria de Pesquisa e Pós-Graduação, Universidade Federal do Ceará, Fortaleza, 2013.

GHELERE, Lutiele da Silva. **O perfil do bolsista PROUNI da UNESC: entre os limites e as possibilidades do ensino superior.** 2014. 164 f. Dissertação (Mestrado em Educação) – Unidade Acadêmica Humanidades, Ciências e Educação, Universidade do Extremo Sul Catarinense, Criciúma, 2014.

KARNAL, César Leonardo. **Os fatores de proteção e risco para cursar uma graduação em alunos Prounistas.** 2015. 69 f. Dissertação (Mestrado em Psicologia Clínica) – Programa

de Pós-Graduação em Psicologia, Universidade do Vale do Rio dos Sinos, São Leopoldo, 2015.

LAMBERTUCCI, Glória Maria. **Um olhar sobre o percurso acadêmico de Bolsistas do PROUNI da PUC minas, na perspectiva da relação com o saber.** 2007. 88 f. Dissertação (Mestrado em Educação) – Programa de Pós-Graduação em Educação, Pontifícia Universidade Católica de Minas Gerais, Belo Horizonte, 2007.

LEITE, Rozangela da Piedade. **O processo de formação de identidade de estudantes negros que ingressaram no ensino superior pelo sistema de cotas do PROUNI: a questão da ação afirmativa.** 2009. 181 f. Dissertação (Mestrado em Psicologia Social) – Programa de Pós-Graduação em Psicologia Social, Pontifícia Universidade Católica de São Paulo, São Paulo, 2009.

LIRA, Átila de Melo. **Avaliação do programa PROUNI na Faculdade Santo Agostinho.** 2010. 44 f. Dissertação (Mestrado em Economia) – Curso de Pós-Graduação em Economia, Universidade Federal do Ceará, Fortaleza, 2010.

MARQUES, Eugenia Portela de Siqueira. **O Programa Universidade para Todos e a inserção de negros na educação superior: a experiência de duas instituições de educação superior de Mato Grosso do Sul - 2005-2008.** 2010. 269 f. Tese (Doutorado em Ciências Humanas) – Centro de Educação e Ciências Humanas, Universidade Federal de São Carlos, São Carlos, 2010.

MELLO NETO, Ruy de Deus e. **PROUNI: dimensão nacional e perfil dos estudantes em Pernambuco.** 2011. 219 f. Dissertação (Mestrado em Educação) – Centro de Educação, Universidade Federal de Pernambuco, Recife, 2011.

NEVES, Darci Martins. **A permanência de bolsistas PROUNI no curso noturno de pedagogia do centro universitário do Norte (Uninorte/Laureate).** 2011. 129 f. Dissertação (Mestrado em Serviço Social) – Programa de Pós-Graduação em Serviço Social, Pontifícia Universidade Católica do Rio de Janeiro, Rio de Janeiro, 2011.

NOGUEIRA, Cláudio Marques Martins; NOGUEIRA, Maria Alice. A sociologia da educação de Pierre Bourdieu: Limites e contribuições. **Educação & Sociedade**, Campinas, v. 23, n. 78, p. 15-35, abr., 2002. Disponível em: https://www.scielo.br/scielo.php?pid=S0101-73302002000200003&script=sci_abstract&tlng=pt. Acesso em: 17 jul. 2020.

NONATO, Brescia Franca. **Sentidos da experiência universitária para jovens bolsistas do PROUNI.** 2012. 210 f. Dissertação (Mestrado em Educação) – Faculdade de Educação, Universidade Federal de Minas Gerais, Belo Horizonte, 2012.

OLIVEIRA, Alessandra dos Santos. **A dimensão subjetiva da desigualdade social: um estudo sobre a escolha do curso universitário entre os alunos bolsistas do Programa Universidade para Todos - PROUNI.** 2014. 249 f. Tese (Doutorado em Psicologia da Educação) – Programa de Pós-Graduação em Educação: Psicologia da Educação, Pontifícia Universidade Católica de São Paulo, São Paulo, 2014.

OLIVEIRA, Patrícia Alves de Oliveira. **PROUNI: avaliação das contribuições do Programa para a Educação Superior na perspectiva de alunos contemplados pelo programa na cidade de**

Fortaleza-Ceará. 2017. 101 f. Dissertação (Mestrado em Avaliação de Políticas Públicas) – Pró-Reitoria de Pesquisa e Pós-Graduação, Universidade Federal do Ceará, Fortaleza, 2017.

PEREIRA FILHO, Ednaldo da Silva. **Perfil de jovens universitários bolsistas do PROUNI: um estudo de caso na UNISINOS**. 2011. 133 f. Tese (Doutorado em Ciências Humanas) – Programa de Pós-Graduação em Ciências Sociais, Universidade do Vale do Rio dos Sinos, São Leopoldo, 2011.

PEREIRA, Sandra Regina Soares. **As desigualdades sociais e o acesso ao ensino superior: o que pensam os beneficiários do PROUNI**. 2017. 217 f. Dissertação (Mestrado em Educação: Psicologia da Educação) – Programa de Pós-Graduação em Educação, Pontifícia Universidade Católica de São Paulo, São Paulo, 2017.

RIZZO, Lupércio Aparecido. **Entre a realidade e a possibilidade: PROUNI e a dinâmica da inclusão/exclusão**. 2010. 112 f. Dissertação (Mestrado em Educação) – Programa de Pós-Graduação em Educação, Universidade Nove de Julho, São Paulo, 2010.

SANTOS, Ângela Ribas dos. **Estudantes bolsistas PROUNI e o curso de pedagogia da PUCRS: do acesso à permanência**. 2016. 135 f. Dissertação (Mestrado em Ciências Sociais) – Escola de Humanidades, Pontifícia Universidade Católica do Rio Grande do Sul, Porto Alegre, 2016.

SANTOS, Diego Augusto Rivas dos. **A questão da permanência de estudantes beneficiários do Programa Universidade para Todos – PROUNI: um estudo do curso de Serviço Social da UNIGRANRIO**. 2015. 125 f. Dissertação (Mestrado em Serviço Social) – Programa de Pós-Graduação em Serviço Social, Pontifícia Universidade Católica do Rio de Janeiro, Rio de Janeiro, 2015.

SANTOS, Nadja Maria Codá dos. **Educação e PROUNI: política de inclusão social na perspectiva transdisciplinar**. 2011. 221 f. Tese (Doutorado em Serviço Social) – Programa de Pós-Graduação em Serviço Social, Pontifícia Universidade Católica de São Paulo, São Paulo, 2011.

SCHIAVON, Sandra Helena. **Aplicação da revisão sistemática nas pesquisas sobre formação de professores: uma discussão metodológica**. 2015. 95 f. Dissertação (Mestrado em Educação) – Escola de Educação e Humanidades, Pontifícia Universidade Católica do Paraná, Curitiba, 2015.

SENA, Eni de Faria. **Estímulo, acesso, permanência e conclusão no ensino superior de alunos bolsistas do Programa Universidade para Todos (PROUNI): contribuições para o enfrentamento do processo de inserção**. 2011. 231 f. Tese (Doutorado em Educação) – Programa de Pós-Graduação em Educação: Currículo, Pontifícia Universidade Católica de São Paulo, São Paulo, 2011.

SILVA FILHO, Raimundo Nonato da. **Trajetória de alunos do PROUNI no contexto da expansão e democratização do ensino superior no Brasil**. 2010. 123 f. Dissertação (Mestrado em Educação) – Faculdade de Humanidades e Direito, Universidade Metodista de São Paulo, São Bernardo do Campo, 2010.

SIMÕES, Paulo Roberto Rodrigues. **Programa Universidade para Todos (PROUND):** mudanças e possibilidades na vida do bolsista. 2011. 166 f. Tese (Doutorado em Serviço Social) – Programa de Pós-Graduação em Serviço Social, Pontifícia Universidade Católica de São Paulo, São Paulo, 2011.

STIVAL, Maria Cristina Elias Esper; FORTUNATO, Sarita Aparecida de Oliveira. Dominação e reprodução na escola: visão de Pierre. *In:* Congresso Nacional de Educação, 2008, Curitiba. **Anais Eletrônicos...** Curitiba, PUCPR, 2008. Disponível em: <https://educere.pucpr.br/p1/anais.html?tipo=&titulo=&edicao=&autor=Maria+Cristina+Elias+Esper+Stival&area=>. Acesso em: 20 fev. 2020.

TELLES, José Carlos da Silva. **Programa Universidade para Todos:** implicações na democratização do ensino superior. 2017. 102 f. Dissertação (Mestrado em Educação) – Programa de Pós-Graduação *Stricto Sensu* em Educação nas Ciências, Universidade Regional do Noroeste do Estado do Rio Grande do Sul, Ijuí, 2017.