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State Of Knowledge of Higher Education in Brazil: Themes and Issues (2017-2020).*

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ABSTRACT

The theme of Higher Education is quite recurrent in debates and scientific research in the educational field. As it is a directly linked theme, there is a central area of human formation, research in higher education ends up tensioning several interpretative axes and raising questions coeval to current problems. The article aims to present, from the State of Knowledge, the themes and questions about higher education. The investigative problem is characterized by the questions: what are researchers in the field of higher education publishing? What are the themes? What are the concepts? What issues have been raised? The questions announce the complexity of the area and point out the tensions arising from disputes over the hegemony of a higher education project. The scientific collections selected were: ANPED, CAPES Journal Portal and the SCIELO database, in the time frame of 2017-2020. This investigation was bibliographic and based on the historical-critical methodology. The categorized data allow us to verify that there is a dense and varied scientific production in Higher Education. The analysis helped us to understand the authors concern in debating current issues on Brazilian higher education, and that even with a solid thematic production, certain hegemonic values still persist that represent an ethical unit in investigations on several fronts of action. In addition, the growing movement to commercialize higher education in this period from 2017 to 2020 in Brazil was evident, as a result of the International Education Policies that have been imposed since the construction and integration of the European Higher Education Area in Europe.

KEYWORDS

Higher education. State of the art. Scientific publications

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Estado do Conhecimento da Educação Superior no Brasil: Temas e Questões (2017-2020).

RESUMO

O tema Educação Superior é bastante recorrente nos debates e pesquisas científicas no campo educacional. Por ser um tema ligado diretamente há uma área central da formação humana, as pesquisas em educação superior acabam tensionando diversos eixos interpretativos e suscitando questões coevas às problemáticas atuais. O artigo tem por escopo apresentar, a partir do Estado do Conhecimento, os temas e questões sobre a educação superior. O problema investigativo se caracteriza pelas perguntas: o que os pesquisadores da área da educação superior estão publicando? Quais os temas? Quais os conceitos? Quais as questões levantadas? As perguntas anunciam a complexidade da área e apontam as tensões decorrentes das disputas pela hegemonia de um projeto de educação superior. Os acervos científicos selecionados foram: ANPEd, Portal de Periódico CAPES e a base SCIELO, no recorte temporal de 2017-2020. Esta investigação foi bibliográfica e teve como base de análise a metodologia histórico-crítica. Os dados categorizados permitem aferir que existe uma produção científica em Educação Superior densa e variada. A análise nos ajudou a compreender a preocupação dos autores em debater questões atuais sobre a educação superior brasileira, e que mesmo com uma produção temática sólida, ainda persistem certos valores hegemônicos que representam uma unidade ética nas investigações em diversas frentes de atuação. Além disso, ficou evidente o crescente movimento de mercantilização da educação superior neste período de 2017 a 2020 no Brasil, fruto das Políticas Internacionais de Educação que vem sendo impostas desde a construção e integração do Espaço Europeu de Educação Superior na Europa.

PALAVRAS-CHAVE

Educação superior. Estado do conhecimento. Produção científica.

Estado del Conocimiento de La Educación Superior en Brasil: Temas y Cuestiones (2017-2020).

RESUMEN

El tema de la Educación Superior es bastante recurrente en los debates y la investigación científica en el ámbito educativo. Al tratarse de un tema directamente ligado, hay un área central de la formación humana, la investigación en la educación superior acaba por tensar varios ejes interpretativos y suscitar interrogantes coetáneos a los problemas actuales. El artículo tiene como objetivo presentar, desde el estado del conocimiento, los temas y preguntas sobre la educación superior. El problema de investigación se caracteriza por las preguntas: ¿qué son los investigadores en el campo de la publicación de educación superior? ¿Cuáles son los temas? ¿Cuáles son los conceptos? ¿Qué problemas se han planteado? Las preguntas anuncian la complejidad del área y señalan las tensiones derivadas de las disputas sobre la hegemonía de un proyecto de educación superior. Las colecciones científicas seleccionadas fueron: ANPEd, CAPES Journal Portal y la base de datos SCIELO, en el marco temporal 2017-2020. Esta investigación fue bibliográfica y se basó en la metodología histórico-crítica. Los datos categorizados permiten constatar que existe una producción científica densa y variada en la Educación Superior. El análisis nos ayudó a comprender la preocupación de los autores al debatir temas de actualidad sobre la educación superior brasileña, y que aún con una sólida producción temática, aún persisten ciertos valores hegemónicos que representan una unidad ética en las investigaciones en varios frentes de acción. Además, fue evidente el creciente movimiento para comercializar la educación superior en este período de 2017 a 2020 en Brasil, como resultado de las Políticas Educativas Internacionales que se han impuesto desde la construcción e integración del Espacio Europeo de Educación Superior en Europa.

PALABRAS CLAVE

Enseñanza superior. Estado de conocimiento. Publicaciones científicas.

Introduction

(...) does not start from facts, but from historical materials, the sources, in the most extensive sense of this term, with the help of which he constructs what we call historical facts. He constructs them both insofar as he selects the available materials according to a certain criterion of value, and insofar as he articulates them, giving them the form of historical events. Thus, despite appearances and current convictions, historical facts are not a starting point, but a result (SHAFF, 1987, p. 307).

It is a common practice in academia for researchers to direct their efforts towards understanding the scientific production of a given field of knowledge, aiming at a better understanding of the respective field, enabling the identification of specific and correlated themes, the location of the timeliness of the issues discussed, the systematization of the knowledge produced and the visualization of the theoretical-methodological paths taken by the authors.

One of the ways to systematize a certain group of scientific works, aiming to contemplate in depth the issues that emerge from this field is what we call the State of Knowledge, which for Morosini (2015, p.102) "...is the identification, registration, categorization that leads to reflection and synthesis on the scientific production of a given area, in a certain period of time, bringing together journals, theses, dissertations, and books on a specific theme." Corroborating with the author, Ferreira highlights that research of the State of the Knowledge or State of the Art type:

...seem to bring in common the challenge of mapping and discussing a certain academic production in different fields of knowledge, trying to answer which aspects and dimensions have been highlighted and privileged in different times and places, in which ways and under which conditions certain master's theses, doctoral dissertations, publications in periodicals and communications in congress and seminar proceedings have been produced (FERREIRA, 2002, p.258).

One of the central elements in researches of the State of Knowledge type is the definition of the theme, because it is from it that it becomes possible to elaborate a consistent evaluation of its relevance and pertinence to the field of knowledge in which it is inserted (MOROSINI; FERNANDES, 2014). In this perspective, with regard to research in the educational field, the topic of Higher Education is quite relevant in the debates and scientific research carried out, for being considered a strategic sector for national development (LIMA; ARRUDA, 2019). Being a theme directly linked to a central area of human formation and that implies in the understanding and transformations of the most varied dimensions related to the making and thinking of education, research in higher education ends up tensing several thematic-interpretative axes and raising issues coeval to current problems.

The main objective of this research is to unveil the current issues that emerge from scientific research in Higher Education, especially regarding public policies, teacher and professional training, internationalization, and evaluation. To achieve the goal, the main themes were categorized, the most referenced authors were quantified, and the criticisms and considerations elaborated by the researchers studied were understood.

In this context, the article presents a bibliographic analysis of the State of the Knowledge type (FERREIRA, 2002; MOROSINI; FERNANDES, 2014; MOROSINI, 2015; ROMANOWSKI; ENS, 2006). To this end, articles published in three databases were selected, the ANPED, SCIELO base and CAPES Periodical Portal. ANPED was chosen for its representativeness in the area and for the qualified scientific productions from the theoretical and epistemological point of view. The SCIELO base and Portal de Periódicos CAPES, for the wide range of productions encompassed by these collections. The descriptor "higher education" was used to select the articles. We defined two different temporal clippings, for ANPED, the articles made available in the national meetings of 2017 and 2019, and for the other bases, the period from 2018 to 2020.

The methodological basis is the critical-historical approach (SAVIANNI, 2011). We used content analysis (BARDIN, 1977) as a methodological tool, with theoretical support in the categories of epistemological perspective, combined theorization and levels of approach and abstraction (TELLO; MAINARDES, 2015; 2016) for the systematization, categorization and reflective analysis of the collected material.

The article is organized in three parts. In the first part, an explanation is made about higher education in Brazil, seeking to situate our subject of study in a context of different historical, economic and social determinants. In the second part, the methodological path is presented, describing the path taken from data collection to content analysis. In the third part, the results are presented showing which themes and issues are being research problems in higher education.

On Higher Education in Brazil: First (Un)Approaches

Higher education in recent decades has been guided by educational policies founded on principles of quantitative productivism, economicism and the search for "practical" results linked to the production mode of flexible accumulation. For Santos (2010), higher education is forced to adopt practices and demands of the business world and orient its institutional structure towards technological development, towards the expansion of science as a productive force that generates economic gains and inserts itself in the international competitiveness of economies with a view to productivity gains. In the same vein, Almeida and Batistela (2011), consider that the adoption in higher education of these productivism prerogatives makes teaching and research functionalist and defined by commercial criteria. The organizing ethos of teaching and research is guided by productivism, economicism, speed, leaning and flexibility, which naturally, in its course pressures higher education to discard, eliminate and exclude everything that can compromise its effectiveness and dynamism for the world of global competitiveness.

Within this framework, it is nothing new that in Brazil higher education is going through a series of tensions that directly reflect on the role to be played by this institution as a strategic sector for national development. The advance of neoliberal practices in public and

private higher education institutions (HEI), the globalization and internationalization movements, the constant struggle of teachers for better working conditions and training, and the continuous efforts to provide a more accessible and democratic university are central aspects in the transformations that higher education in Brazil has been going through in the last decades.

On a first level, higher education in Brazil is taken as a constitutional right of every citizen, which highlights its social role, as stated by Cunha (2011, p. 49) "with the enactment of the 1988 Constitution of the Federative Republic of Brazil, the social role of the university as a right for all is highlighted." This role is reinforced by Sobrinho (2013, p.109) who highlights that "Education is a public good and a social right, as it has as its essential purpose the formation of subjects and, consequently, the deepening of citizenship and the democratization of society."

However, the logic of capital and the market, represented most clearly by neoliberalism, ends up eroding the social role of the university. Neoliberalism can be understood as a set of economic, political, legal, social and ideological actions and programs that are structured and implemented reactively to the crisis of capital that began in the 1970s with the aim of reestablishing bourgeois hegemony in the new scenario of global capitalism (GENTILI, 2000). For Gentili (2008, p. 4), "in the first place it is necessary to highlight that in the neoliberal perspective educational systems face today a deep crisis of efficiency, effectiveness and productivity, more than a crisis of quantity, universalization and extension."

Thus, with the advance of neoliberal policies started in the 1990s in a movement called counter-reform of education (BEHRING; BOSCHETTI, 2016) ends up diluting the democratic role of the university, reinforcing the role of profit and capital in educational policies. In this sense, the market and neoliberal policies reduce the potential of higher education to a space for training specialized and qualified labor to meet the demands of the increasingly globalized and competitive market.

Concerns about the internationalization of higher education arise from this highly globalized market that needs professionals who are ready for the new economic reality, who are flexible and adapt to changes in knowledge. The Bologna process and the construction of the European Higher Education Area emerge as a proposal for educational reform that seeks to improve the competitiveness of the European market, while developing a new European citizenship. Moreover, the changes resulting from the Bologna process are reflected internationally, through internationalization and Europeanization, in the educational systems of weaker European countries, and also in peripheral countries, as in Latin America (SOBRINHO, 2008c).

The internationalization of higher education helps us to understand the role that the Brazilian university plays in the international scenario, the way internationalization programs and cooperation networks take place, in addition to providing subsidies for understanding globalization, international capital and multilateral international organizations in the dissemination and implementation of educational policies.

Another aspect that implies deep transformations in higher education in Brazil is that related to teacher training. The higher education teacher assumes a strategic role in that, besides training different professionals for the market, he or she also trains the teachers who will work in basic education and also in the university itself, which requires a deep and highly specialized training, generating much concern about the practices and training policies of teachers, as Pimenta and Anastasiou (2002, p. 37) point out:

In most higher education institutions, including universities, although their teachers have significant experience and even years of study in their specific areas, there is a predominance of unpreparedness and even scientific ignorance of what the teaching and learning process is, for which they are responsible from the moment they enter the classroom.

Besides the formation and training of teachers for higher education, another important dimension related to the performance of teachers concerns the working conditions in a scenario of expansion of education (SGUISSARDI, 2008) and expansion of the supply of courses in distance education (DL).

The reflections around the access to higher education and the democratic role of the university make us question which model of university we intend to structure as a national project. These themes have taken center stage in academic discussions, in public educational policies, in the programs of multilateral organizations, and in a wide variety of social movements.

The great objective, most of the time, is the expansion of access to higher education, not only as a promoter of social rights, but as an economic catalyst, as Sobrinho (2013, p.108) points out: "The current visions of the democratization of education in terms of the expansion of schooling, from overcoming illiteracy to access to the highest levels of teaching and research, also give education the important function of driving the economy. Still in the discussions about access, relevant aspects are considered, the access of people with disabilities, the quota law by ethnic-racial criteria, socioeconomic and by school origin (SOUZA JUNIOR, 2011).

However, we cannot forget that no action directed to higher education is developed without the participation of the State with public policies consistent with the needs of a humanizing pedagogy. In this sense, we understand with Mészáros (2005) that it is necessary to have an "education beyond the capital", which gives rise to a "different qualitative social order":

Because the incorrigible destructive determinations of the existing order make it imperative to counter pose to the irreconcilable structural antagonisms of the capital system a concrete and sustainable alternative for the regulation of social metabolic reproduction, if we want to guarantee the elementary conditions of human survival. The role of education, guided by the only effectively viable perspective of going beyond capital, is absolutely crucial for this purpose (MÉSZÁROS, 2005, p. 72).

These considerations bring us back to the beginning of this discussion, that is, for there to be effective social transformations aimed at building citizenship, justice, and equality, higher education must also change and its players must accompany these changes.

Methodological Path of the Research Conducted

This study is a bibliographic analysis of the State of Knowledge type (FERREIRA, 2002; MOROSINI; FERNANDES, 2014; MOROSINI, 2015; ROMANOWSKI; ENS, 2006), with the aim of pointing out which are the current issues that touch the research in Higher Education in Brazil. The analysis was performed in four steps, first we collected the articles in the specific databases, then we systematized the material using pre-textual and textual elements of the articles, the third movement was the categorization of the texts in thematic clippings and subthemes, and finally, the identification of the central issues that guided the work in their respective clippings and subthemes.

The delimitation of the bibliographic material collected presents the survey of three virtual databases, ANPED¹, Portal de Periódicos CAPES² and SCIELO³. These databases were selected due to their relevance for research in education on the national scene.

For the ANPED database, we selected the papers published in the last two national meetings of the association, held in 2017 and 2019. In addition, as our cut-off are papers focused on higher education, we focused the collection on "GT-11 Higher Education Policy".

In the CAPES Portal de Periódicos and SCIELO databases, we defined the time frame from 2018 to 2020, considering this adequate for the objectives of our analysis. We used as descriptor the term "higher education", the production type scientific article, the research expression should appear in the title, the peer-reviewed journals and the Portuguese language.

After this first refinement we chose to select only articles published in journals with Qualis A1 in the 2017-2020 quadrennium.

As a final result of the collection in the databases we obtained 29 articles from ANPED 2017 and 2019, 10 articles in the Portal de Periódicos da Capes and 38 articles in SCIELO, totaling 77 articles.

¹ The National Association of Postgraduate Studies and Research in Education brings together the stricto sensu postgraduate programs, professors, researchers, and others interested in the area of education. It holds biannual national meetings that contribute to the construction of a space for debates on education, where it presents and makes available in virtual form important works of renowned researchers in 24 working groups (WG) that cover the thematic axes of the educational field (ANPED, 2021).

² The CAPES Periodical Portal is a virtual database with a collection of more than 45,000 full-text titles and other bibliographic sources, and is a reference as a national database (CAPES, 2021).

³ SCIELO is a reference database for articles published in over 1,000 open access journals published in twelve countries. (SCIELO, 2021).

The research adopts the critical-historical approach, developed in the 1970s by Dermeval Saviani, from the bases of critical-historical pedagogy (ZANFERARI; ALMEIDA, 2019). For Saviani (2011, p.56) "the critical-historical approach is taking shape as it differs in the bosom of critical conceptions; it differs from the critical-reproductive view." The author presents a significant synthesis of his approach:

...what I want to translate with the expression critical historical pedagogy is the effort to understand the educational issue based on the objective historical development. Therefore, the presupposed conception in this view of critical historical pedagogy is historical materialism, that is, the understanding of history from the material development, from the determination of the material conditions of human existence (SAVIANI, 2011, p. 76).

For the systematization, categorization and reflective analysis of the collected articles we used as methodological tool the content analysis (BARDIN, 1977)⁴ with theoretical support in the categories of epistemological perspective, combined theorization and levels of approach and abstraction (TELLO; MAINARDES, 2015; 2016).

From the sample collected, we carried out the reading of the material and the systematization of the information, we created five categories that we called "thematic clippings" (RT) and thirteen subcategories that we called "subthemes". We also tried to quantify the most recurrent authors in each RT. We carried out an accurate description of the RTs and sub-themes, identifying the main topics, issues and criticisms elaborated by the authors, trying to unveil what are the current issues that guide research on higher education in Brazil.

About the Survey Findings

First we will present the systematization and categorization of the selected texts, then we will analyze the RTs and the subthemes, presenting the central topics, the guiding questions, the positioning, the criticisms presented and the most recurrent authors in each analytical category.

After collecting the articles, we read the material and systematized the information contained in the following elements of the article: Title, Abstract, Keywords. Next, we carried out an expanded reading of the articles, with the objective of refining the categorization of the texts. Then, based on convergent data, we classified them into Thematic Clusters, created from the central discussion of each text. The RTs created were: State and Public Policies, Access to Higher Education, Internationalization, Teacher and Professional Training, and Evaluation of Higher Education.

⁴ Content analysis is a method of data treatment and interpretation aimed at the systematization of communicative content. For Bardin, after collecting and organizing the material, the comparable units of categorization are given, which enable the thematic analysis, and the definition of which modality of coding to record the data will be used. To perform these steps, it is necessary to prepare the material in a way that facilitates the analysis, then, proceeding to the actual exploration of the categorized documents, where the previous structuring is used to elaborate the coding. Only after these steps are completed, it is time for the treatment of results and subsequent interpretation (BARDIN, 1977).

Based on this previous classification we chose to subdivide the texts into some sub-themes inserted within the main thematic clippings in order to help us categorize more precisely the articles analyzed. With this information, we developed an analytical framework (Chart 1) to quantify the texts and frame them within the RTs and subthemes.

Table 1. Analytical table

	SUB-TOPIC	ANPEd 2017-2019	CAPES 2018-2020	SCIELO 2018-2020	QTD. BY SUB TOPIC
State and Public Policies	<i>State action and educational policies</i>	4	0	5	9
	<i>Democratization and public and private aspects of HE</i>	3	1	5	9
	<i>HE Expansion</i>	6	0	3	9
Access to Higher Education	<i>Access and evasion</i>	3	2	3	8
	<i>Quotas Law</i>	2	0	2	4
Internationalization	<i>Internationalization Programs and Cooperation Networks</i>	2	0	2	4
	<i>Globalization and Capitalism</i>	1	0	1	2
Teacher and Professional Education	<i>Learning, training and performance of egresses</i>	2	0	1	3
	<i>Teacher Training</i>	4	3	2	9
	<i>Pedagogical practices in HE</i>	1	0	1	2
HE Evaluation	<i>Quality Evaluation</i>	1	1	7	9
	<i>Evaluation of Academic Performance</i>	0	2	2	4
	<i>Management Evaluation</i>	0	1	4	5
	<i>Total Database</i>	29	10	38	GRAND TOTAL: 77

Source: The authors.

The first thematic section identified was "State and Public Policies", in this group we included twenty-seven texts that discuss the role of the state in relation to public policies of higher education, the processes and practices of democratization of higher education, as well as the public-private relationship within this context, and finally, the phenomenon of expansion of higher education in Brazil. This thematic section was subdivided into three subthemes: "State Action and Educational Policies," "Democratization and Public and Private Aspects of HE," and "HE Expansion.

In the subtheme of "State Action and Educational Policies" we frame nine papers that address the legal, historical, and contextual aspects of certain educational policies, the counter-reform of higher education during the Lula government (2003-2010), and the role of government and governance networks in specific public policies.

The questions that guide this subtheme can be presented as follows: a) what are the legal, historical and contextual aspects of public policies and what are their influences and repercussions in the higher education scenario? b) How did it happen and what are the impacts of the higher education counter-reform that occurred in the period 2003-2010? c) What is the role of the government and governance networks in the elaboration and implementation of certain educational policies?

The texts direct us to the understanding of a higher education scenario strongly influenced by the logic of the market and the guidelines of multilateral international organizations, such as the World Bank, and that despite the progress achieved, these changes were not enough to break with the conservative character and neoliberal trend of university education. In relation to the governance networks, the concept of Gramscian extended State is adopted to demonstrate the influence of private hegemonic apparatuses in the financing policies of higher education, and the concept of Evaluating State is also used to characterize the performance of the Brazilian government in relation to educational policies. On the legal aspect of the policies, the National Education Plan (2014-2024) is analyzed and how the definitions of "Innovation" and "public-private" are arranged in this document.

In the subtheme entitled "Democratization and public and private aspects of HE" nine texts were categorized that discuss the scenario of higher education from the perspective of democratization and participatory forms of management and expansion of access, privatization and the emergence of oligopolies in the educational sector and the process of commodification of HEIs as a result of their insertion into the capitalist logic of accumulation.

The questions that guide the debate in this sub-theme can be summarized as: a) What are the public policies that aim to democratize the participation of society in the management and inclusion programs of HEIs and how are they developed? b) How is the Brazilian higher education system configured in face of the advances of globalization and neoliberal policies? c) How are private actors articulated to direct public policies on higher education?

The works analyzed within this subtheme demonstrate the need for the expansion of policies and guidelines that enable a more active participation of society in the management and in programs to expand access, since the fragile democratic character of public HEIs ends up being limited by the current stage of development of capitalism, which presents its contradictions materialized mainly by inequality and asymmetry of opportunities. On commercialization and privatization, related themes, the works indicate the leadership of private companies in the process of elaboration of educational policies, especially in the financing programs of higher education, given the large market that this sector represents, and that the emergence of educational oligopolies is closely linked to the process of capitalist accumulation. The studies also point out the democratic potential of DL programs, as in the case of the CEDERJ Consortium, which enables the expansion of course offerings in Rio de Janeiro, and also of the community universities of Rio Grande Sul, which, despite the dominance of the market, manage to keep the collegiate system active, which favors social participation in the institution's decisions.

The sub-theme "Expansion of Higher Education" presents nine texts that provide a reflection on the unfolding of the policies of expansion of higher education, especially the Program of Support for Restructuring and Expansion Plans of Federal Universities, Reuni, having as ramification the issues related to the interiorization of the HEIs and the expansion of technological courses. Another theme addressed refers to the effects of the expansion of the HEIs on faculty work and the expansion of graduate programs.

We can infer that the questions that guide this subtheme refer to: a) understanding and analyzing the expansion of federal universities provided by Reuni; b) what are the reflections of the expansion of higher education on the teaching work? c) what are the new academic architectures that arise from the expansion of graduate programs?

The articles studied in this subtheme indicate that the way the policy of expansion of federal universities was implemented, more specifically through Reuni, did not allow an in-depth debate on several issues that would have a future impact on the institutions, which ended up making the contradictions of this program explicit. On the other hand, it presents the undeniable advance in the offer of vacancies in regions where people would have no other condition of access to higher education. The expansion of graduate courses in its most different modalities comes in the wake of the growth of institutions, showing a diversification in the offer of courses, with emphasis on the requirements demanded by the market.

We note that the thematic clipping of "State and Public Policies" presents the largest number of categorized papers, totaling twenty-seven, this stems, in our view, for two reasons, first, the papers collected from the ANPEd database 2017-2019 were taken from WG 11 - Educational Policies, which represents a concentration of articles produced under this specific theme, and second, by the importance that the theme of State and Educational Policies represents for research in the educational field, considering that public policies of social nature are fundamental to the capitalist state, because they present the characteristics of maintenance of the general interests of capital, but also are the result of the confrontation of interests, classes, struggles and social pressures (EVANGELISTA; MORAES; SHIROMA, 2000).

Next, we present the most cited authors in the thematic section "State and Educational Policies" (Chart 2). We used as criterion the authors who had at least three works cited in the RT set, discarding the authors with two and one cited works. The most cited authors were Valdemar Sguissardi with sixteen references, followed by Vera Lúcia Jacob Chaves with nine and José Dias Sobrinho with eight. This set shows the predominance of referenced national authors.

Table 2. Recurrent Authors in the Bibliography of the Thematic Section "State and Educational Policies

AUTHORS	REFERENCE NUMBER
Sguissardi, V.	16
Chaves, V. L. J.	09
Sobrinho, J. D.	08
Cunha, L. A.; Leher, R.	07
Mancebo, D.; Minto, L. W.	06
Lima, K. R. de S.; Marginson, S.	05
Amaral, N. C.; Fernandes, F.; Habermas, J.; Morosini, M. C.; Otranto, C. R.; Sampaio, H.; Santos, B. S.; Saviani, D.; Serafim, M. P. ; Severino, A. J.	04
Arendt, H.; Ball, S. J.; Bardin, L.; Behring, E. R.; Coutinho, C. N.; Freire, P.; Guimarães, A. R.; Leite, D.; Mainardes, J.; Martins, C. B.; Oliveira, J. F.; Schmidt, J. P.; Schwartzman, S.; Segrera, F. L.; Shiroma, E. O.; Silva Júnior, J. dos R. da.	03

Source: The authors.

The second RT named "Access to Higher Education" presents twelve papers with discussions about the forms of selection used by HEIs, the access to people with disabilities, inclusion policies, the permanence and evasion of scholars in HE, affirmative policies and the quota law. This section was subdivided into two subthemes: "Access and dropout" and "Quota Law".

The subtheme "Access and evasion" was determined from the notes of Maciel, Cunha Júnior, and Lima (2019, p.16) who define that "...access is materialized through admission, permanence, and conclusion; thus, evasion, as highlighted by the analyzed research, represents a phenomenon that interferes with access and determines fractures in the expansion of higher education in Brazil." In this subdivision we classified eight texts that discuss selection processes, access and socioeconomic profile of entrants, permanence in ES, access and permanence of people with disabilities, and evasion in HEIs.

The central questions that emerge from the texts in this subtheme are: a) what are the forms of access and permanence for people with disabilities in HEIs and how do they work? b) what are the profiles of the graduates in ES? c) how does it happen and what are the reasons for dropping out in ES? and d) what are the limits and advances of the inclusion educational policies?

Most authors point to the importance of ES as an element of transformation of inequality, stratification, and social mobility, and to access and permanence policies as determinants of this process. They highlight the policies of access and inclusion of people with disabilities as significant advances in the HE, despite the challenges to increase the number of graduates in this category, so the pressure for the expansion of access and inclusion policies should be constant. They indicate the need to rethink the forms of access since stratification by gender and social class still prevail in public universities, despite the expansion of HE in the last decade and the access policies. And finally, they argue that dropout should be understood as a complex process where multiple variants can influence the student.

The sub-theme "Quotas Law" discusses more specifically the theme of the reservation of openings in public HEIs through ethnic-racial, socioeconomic, and school origin (public school) criteria. This classification includes four papers that reflect mainly on the institutionalization of the quota law; impacts and effects on the expansion of access and the relationship between the quota law and the affirmation of black identity.

The guiding questions of this sub-theme inquire about: a) how the quota law was and is institutionalized in the most diverse HEIs in Brazil? b) What is the profile of the student entering via the quota law? c) What are the effects of access via the quota law for public school students; d) What are the impacts of the quota law on the affirmation of the black identity of entering students?

In discussions about the quota law, the unanimous argument is about the effectiveness of this policy for the access of the black community in ES in its most varied courses as Rabelo (2017, p.19) points out "The period between 2012 and 2015 revealed a clear change in the profile of entrants in the courses of the IFES, with emphasis on the growing participation of the black population in all strata studied." On the institutionalization of affirmative policies Batista (2018, p.41) points out that "the institutionalization of the affirmative action policy at UFRGS (social quotas) has expanded access for egresses from public schools, including, to its historically elitized undergraduate courses." What is discussed with more emphasis is the need to structure a normatization that facilitates the institutionalization of these policies, since they end up being developed in a sparse and individualized way by the HEIs.

Next, we present the chart with the most recurrent authors in the theoretical framework of the thematic section "Access to Higher Education" (Chart 3). In this RT we noticed a variety of authors with four and three references in the set of works.

Table 3. Recurrent Authors in the Bibliography of the Thematic Section "Access to Higher Education"

AUTHORS	REFERENCE NUMBER
Campos, L. A.; Di Prete, T. A.; Feres Júnior, J.; Fraser, N.; Quadros, R. M. de.; Ribeiro, C. A. C.	04
Bardin, L.; Bittar, M.; Freire, P.; Gomes, A. M.; Hall, S.; Hout, M.; Moehlecke, S.; Munanga, K.; Neves, C. E. B.; Paixão, M.; Prates, A. A. P.; Sguissardi, V.; Van De Werfhorst, H. G.; Zago, N.	03

Source: The authors.

The thematic section called "Internationalization" seeks to discuss, from the perspective of Higher Education, internationalization programs, cooperation networks, the Bologna process, the European Higher Education Area and its influences, globalization movements and the action of international and transnational capital and its correlations with reforms in higher education in peripheral countries, especially those in Latin America. For a better analysis of this thematic section, we divided it into two sub-themes, namely, "Internationalization Programs and Cooperation Networks" and "Globalization and Capitalism".

In the subtheme "Internationalization Programs and Cooperation Networks" we classified four texts where the discussions revolve around the understanding of the main internationalization programs, cooperation networks between Brazil-Europe and Brazil-South America. The questions that are aligned in all the texts refer to: a) how international and national policies design the cooperation programs and networks? b) how do these programs and networks work in practice? c) and what are the advances and setbacks brought by these programs?

The criticisms presented by the authors in this sub-theme indicate an insufficiency of the guidelines and orientations of the programs to support exchange students. They highlight the inconsistency in the mobility mechanisms that end up generating a transfer of financial resources from underdeveloped to developed countries. And finally, they emphasize the adherence of Latin American HEIs to the European model of higher education based on the guidelines of the Bologna Process.

In the texts analyzed, the authors emphasize the importance of internationalization programs and cooperation networks "International educational cooperation should be seen as an opportunity to expand scientific dialogue, highlighting the importance of the production and socialization of knowledge. (SOUZA; SILVA, 2019, p.07). Pinto and Larrachea (2018, p.722) further highlight that:

The process of internationalization of Higher Education is increasingly central to the development dynamics of this sector and is expressed in various responses through which the systems and institutions try to face the challenges of globalization and regionalization.

Despite the emphasis given to this sub-theme and the importance that internationalization has been receiving in the spectrum of Higher Education studies, the authors analyzed show some reservations regarding the results of such programs, see the great interest of the European Union in the diffusion of its higher education model:

The EU is pursuing two complementary transnational strategies: first, to try to make its higher education model dominant in order to increase its share of the global market for international higher education; second, to take better advantage of the best minds in the world to boost the European economy (ROBERTSON, 2009, *apud* OLIVEIRA, 2019, p.05).

In the subtheme entitled "Globalization and Capitalism" two texts were classified that discuss the reflections of globalization processes and international and transnational capitalism. The authors seek to understand the movements and tensions arising from capitalist logic and globalization, as well as the transformations inherent to global capitalism in higher education.

The critiques presented by the authors reflect on the internationalization of higher education as a strategic element in the globalization scenario with the objective of homogenizing the production of knowledge. They point out that the discourse of international organizations ends up regulating the main categories and strategies that guide

internationalization. And they show that internationalization guided by the discourse of modernization and subordinate integration ends up producing and reproducing a new colonialist logic, reinforcing pre-existing inequalities.

We cannot help but draw a parallel between globalization and capitalism and the reforms in higher education that have been underway since the Bologna Process and the structuring of the European Higher Education Area, reaffirming the critical position of the authors of this subtheme. When the logic of the market and the commodification of education prevails, education is treated as a negotiable product, governed by the rules of commerce and crossed by competition. This is very different from the concept of internationalization of higher education - whose essence is academic cooperation, inter-institutional solidarity and freedom of thought (SOBRINHO, 2008b).

The most recurrent authors in the bibliographical reference in the thematic section "Internationalization" (Chart 4) were: Boaventura de Souza Santos with five references, Jane Knight with four, Marília Costa Morosini with three, Elisabete Monteiro de Aguiar Pereira with three, Afrânio Mendes Catani with three and Roger Dale with three. In this RT we can notice the presence of national and international authors, which can be related to the very categorization of the clipping.

Table 4. Recurrent Authors in the Bibliography of the Thematic Section "Internationalization"

AUTHORS	NUMBER OF REFERENCES
Santos, B. S.	05
Knight, J.	04
Catani, A. M.; Dale, R.; Morosini, M. C.; Pereira, E. M. de A.	03

Source: The authors.

The fourth thematic section entitled "Teacher and Professional Education" seeks to analyze three central aspects: first, how is the training of teachers for basic education and ES, the second aspect revolves around professional training and the performance of graduates as professionals, and finally, what are the different pedagogical practices in ES and how they are carried out. This thematic section was subdivided into three subthemes: "Learning, training and performance of graduates", "Teacher Training" and "Pedagogical Practices in the ES".

In the first subtheme categorized as "Learning, training and performance of graduates" we found three papers that discuss primarily the formative perspective of the ES courses from the most varied areas of knowledge, seeking to understand what are the reflections of the training for the professional performance of the graduates.

The authors of this subtheme converge in the understanding that vocational training has a formative bias directed to the labor market and entrepreneurship, this stems from another finding that is the streamlining of curricula prioritizing technical subjects and removing the subjects focused on the humanities, a movement advocated by the training by competencies and guided by international organizations, as concluded Moreira and Andrade (2019. p.07):

The results strongly indicate an engineering education aimed at meeting market demands. This scenario reveals higher education with characteristics strongly imbricated with the globalization process and with the determinations coming from multilateral international organizations.

In the second subtheme categorized as "Teacher Training" we included nine papers that present reflections on the absence of pedagogical training for ES teachers, training experiences in ES, training policies, initial and continuing training, and training of Libras teachers.

The papers in this subtheme present common positions, such as the need for pedagogical training for ES teachers, even those who train teachers. Regarding training experiences and continuing education, the studies point out that these have come to play a role of professional regulation rather than professional improvement. They also emphasize the need to value university teaching as an important step in the development of a quality university.

The sub-theme of "Teacher Training" stands out for being one of the categories that reached the highest number of classified works, nine in total, and also because we found publications in all the databases analyzed, which happened with the other four sub-themes. Thus, we can see that the works on teacher education are considered relevant by the researchers of ES. This can be due to the expansion of the ES in Brazil, both in the public and private levels, which ended up expanding the vacancies for teaching, and consequently the need for pedagogical training of these professionals, and by the lack of clarity on the necessary requirements, in the law there is only the explicit statement that the ES teacher must have technical competence, but there is no consistent definition of the meanings inherent to the expression (MOROSINI, 2001).

In the sub-theme called "Pedagogical Practices in ES" we find two texts that discuss inclusive pedagogical practices and pedagogical practices and the didactic training of teachers in the legal area.

The texts point out the need for a clear legal definition that organizes the practice of teaching in ES. As far as inclusive practices are concerned, they highlight the need to respect inclusive ideals, since formative, attitudinal, and physical barriers may result in marginal inclusion.

Next, we present the table with the most recurrent authors in the bibliographical references of the thematic section "Teacher and Professional Education" (Table 5). In this RT, the authors with the highest number of references were Lea das Graças Camargos Anastasiou with thirteen, Maria Isabel da Cunha with nine, and Marcos T. Masetto and Selma Garrido Pimenta with five.

Table 5. Recurrent Authors in the Bibliography of the Thematic Section "Teacher and Professional Education

AUTHORS	NUMBER OF REFERENCES
Anastasiou, L. G.C.	13
Cunha, M. I.	09
Masetto, M. T.; Pimenta, S. G.	05
Candau, V. M. F.; Demo, P.; Fleury, M. T. L.; Morosini, M.C.; Onuchic, L. de la R.; Tardif, M.	04
Bauman, Z.; Bourdieu, P.; Brito, L. F.; Caldart, R. S.; Deardorff, D. K.; Fleury, A. C. C.; Ghedin, E.; Gramsci, A.; Martins, V. R. O.; Marx, K.; Molina, M. C.; Pachane, G. G.; Quadros, R. M.; Santos, B. S.; Saviani, D.	03

Source: The authors.

The fifth and last thematic section deals with "Assessment of HE" and intends to frame the texts that deal with the assessment of institutions, courses and students' performance in Brazilian HEIs. This RT seeks to discuss primarily the evaluation of HE from the perspective of quality, learning, and management, which in itself is already quite complex due to the difficulty of establishing a single concept for these categories. Thus, in order to analyze more effectively the evaluation theme, we have subdivided this RT into three subthemes: "Quality Evaluation", "Evaluation of Academic Performance" and "Management Evaluation".

The sub-theme "Quality Assessment" includes nine texts that deal with the conceptualization of quality, analysis of quality indicators, academic ranking of universities, and cooperation and accreditation networks. The main questions in this sub-theme refer to: a) problematization about the concepts and definitions of quality; b) reflecting on the evaluation processes and quality indicators; c) understanding the operation and influence of cooperation and accreditation networks.

The texts categorized in this sub-theme indicate a multiple composition of the concept of quality, approaching objective and subjective characteristics. They point out that the evaluation processes end up being used as ranking mechanisms for universities, relegating their instructive and guiding role for educational and institutional policies to the second plan; moreover, the incorrect use of quality indicators, such as the General Index of Courses (IGC) end up portraying a distorted reality of the educational scenario. And finally, they present the cooperation and accreditation networks as a democratic possibility to break with the hegemonic neoliberal model that prevails in HEIs.

We can infer that the themes of quality, quality assurance, and accreditation, synthesized in the subtopic "Quality Evaluation", gain prominence as HE systems expand. Even though it is tied to external market conditions, evaluation, as a responsibility of the State in providing quality education, can be a powerful tool for the development of the educational system, for the elaboration of practices and policies suitable to social objectives (SOBRINHO, 2008a). We can notice the relevance of this theme by the number of classified

papers, totaling nine, and also by the fact that all databases surveyed present papers in this category, which denotes a prominent theme within the large area of research in higher education.

The subtheme "Evaluation of Academic Performance" presents four texts that deal specifically with learning indicators and their relation to evaluation and educational policies, evaluation of learning for affirmative action entrants, and the population with disabilities. The guiding questions in this subtheme are: a) What are the learning indicators, how are they obtained, and how do they relate to educational policies and institutional practices? b) How is the evaluation of the learning of the population with disabilities? c) How is the evaluation of those entering through affirmative policies? d) How do HEIs use these results to improve the quality of education?

The studies point out the need to establish clear institutional and public policies on student performance, as well as, present the difficulty of developing assessment practices for the disabled population due to the reproduction of hegemonic assessment practices in universities. In addition, the evaluation of academic performance can be used to validate educational policies proposed both by the State and by the HEIs themselves, as is the case of PROUNI, as Andriola and Barrozo Filho (2020, p.617) highlight:

The results are unequivocal as to the social and educational benefits provided by the Public Policy labeled PROUNI. Under its relevant action, the provision of opportunities for access to services and goods, through a system that benefits everyone, has increased social inclusion in terms of access and permanence in Higher Education, strengthened and guaranteed by the granting of the PROUNI scholarship.

In the subtheme "Management Evaluation" we found five works that predominantly address the evaluation of management practices of HEIs, what differentiates the research are the thematic focuses, thus we have participatory evaluation, insertion of women in the world of work and the process of implementation of external and internal evaluations. The question that guides this sub-theme can be defined as follows: a) how can the evaluation of management practices in its different focuses propose changes in the administrative sphere of the HEIs?

The texts direct us to understand the evaluation of management practices as an instrument of quantitative control, which, despite the emancipatory discourse, can generate competition, productivism, and exclusion. Nevertheless, evaluation proposals that are participatory and collaborative in nature can trigger inclusive management practices, with a view to reducing inequalities arising from the hegemonic system reproduced by most HEIs in Brazil.

Next, we present a chart with the most recurrent authors in the bibliographical references of the texts framed in the thematic section "Evaluation of HE" (Chart 6). In this RT the most cited authors were José Dias Sobrinho with nineteen references, Wagner Bandeira Andriola with 14 and Marilia Costa Morosini with 11.

Table 6. Recurrent Authors in the Bibliography of the Thematic Section "Evaluation of HE"

AUTHORS	REFERENCE NUMBER
Sobrinho, J. D.	19
Andriola, W. B.	14
Morosini, M. C.	11
Santos, B. S.	08
Harvey, L.	07
Leite, D.	06
Afonso, A. J.; Altbach, P.; Dale, R.; Felicetti, V. L.;	05
Buela-Casal, G.; Calderón, A. I.; Freire, P.;	04
Ball, S. J.; Barreyro, G. B.; Bertolin, J. C. G.; Foucault, M. ; Hirata, H.; Lopez Segrera, F.; Lourenço, H. da S.; Newton, J.; Ristoff, D. I.; Schwartzman, J.	03

Source: The authors.

From the previous analysis we can infer some general points that can help researchers understand the issues that guide research in higher education in Brazil and what are the paths taken by researchers in the field.

We noticed that the RT "State and Educational Policies" concentrated more than 1/3 of the analyzed works, which demonstrates the prominence of this theme among researchers. In the sub-themes, the division of studies was exactly the same, nine studies per sub-theme, which demonstrates an equal distribution. With respect to the databases, only the sub-theme of "Democratization and public and private aspects of the ES" had papers in all of them, which apparently shows a slightly higher production of this theme.

In the research on "ES Evaluation" we found the second largest number of works with eighteen texts, the subtheme of "Quality Evaluation" presented the largest number of works with nine, and it was also the only subtheme that contained works in all three databases.

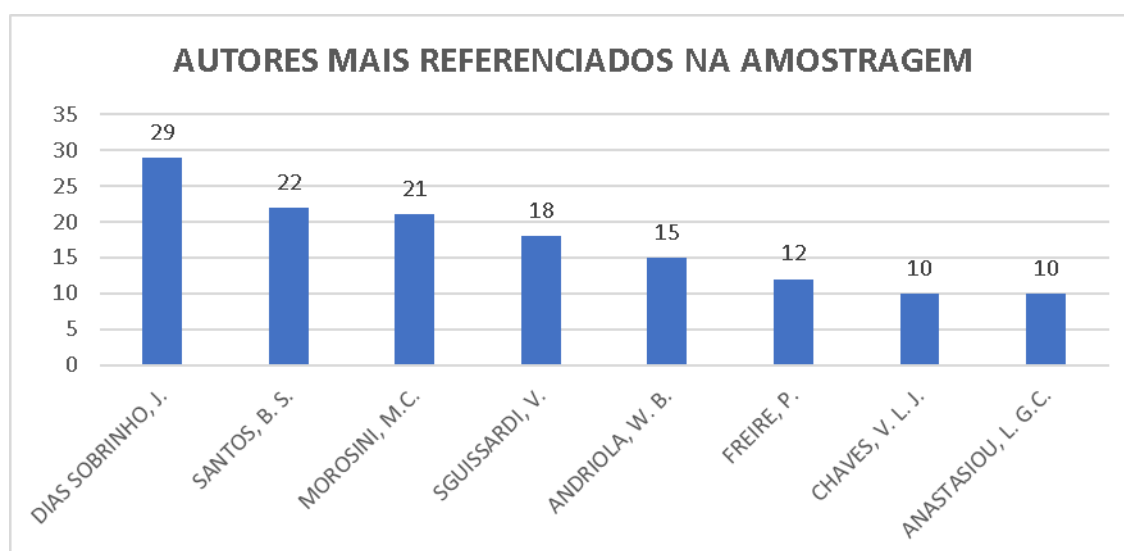
The works categorized in the TN of "Teacher and Professional Training" totaled fourteen texts with emphasis on the subtheme of "Teacher Training" where besides having the largest number of texts among the subthemes of this TN, we also found publications in all databases.

In "Access to Higher Education" the subtheme that stood out was "Access and Dropout" with eight works and publications in the three databases, indicating a preponderance of this subtheme.

The RT of "Internationalization" was the one that contemplated the least published works, six in total, the subtheme "Internationalization Programs and Cooperation Networks" encompassed the vast majority of articles with four, and no texts on internationalization of higher education were found in the Capes periodicals portal.

Chart 1 shows the authors who were most cited throughout the survey. We chose to present the authors who had at least 10 references indicated in the total number of texts.

Graph 1. Most referenced authors in the sample



Source: The authors.

About the authors referenced in the analyzed works we noticed a large participation of Brazilian authors, which highlights the importance of research conducted nationally, demonstrating a concern to enhance the educational characteristics of the country through scientific knowledge developed from experiences built in our territory.

By the way the works were theoretically structured we can affirm that they have a general pluralist epistemological⁵ perspective (TELLO; MAINARDES; 2015) and that they use combined theorization⁶ as an explanatory strategy (MAINARDES, 2018). Even works that featured a traditional epistemological perspective, such as Marxist, structuralist, and positivist, ended up using combined theorizing in their production efforts.

We also used the proposal on levels of approach and abstraction as a way to categorize the papers, according to Tello and Mainardes (2016, p.06) "In research reports, different levels of abstraction can be identified, which can range from predominantly descriptive studies to studies with a higher level of complexity and theorization (understanding)." The authors present three levels, 1) "Descriptive", where ideas are presented with little analysis or data presented; 2) "Analytical", where there is greater integration between theory and data, where findings can be more generalized and applied in other contexts; and 3) "Understanding", in this category studies present a dual dimension "explain and understand". They further reinforce:

⁵ The epistemological perspective is the theoretical perspective that the researcher employs in his or her research process (TELLO; MAINARDES; 2015).

⁶ Combined theorizing, in this sense, is an effort to articulate theories or concepts from different theories, with the aim of composing a consistent theoretical framework to support a particular analysis. Such effort demands making theoretical choices and justifying them, which implies an exercise of reflexivity and epistemological vigilance (MAINARDES, 2018, p.06).

...it is important to note that every typology or classification is arbitrary and related to specific purposes. Moreover, due to its arbitrary nature, the same objects can be classified in different ways. Thus, the classification that we present below constitutes a theoretical exercise on educational policy research, without any pretension of judgments or creation of hierarchies (TELLO; MAINARDERS; 2016, p.05).

From this categorization and from what "Chart 7" shows us, we can see that a large part of the works, 55 articles, or 71.4%, are at the understanding level, while 22 articles, or 28.6%, are classified as analytical. We believe that the quality of the articles is linked to the refinement criteria used in the collection of materials, since peer-reviewed texts were selected, published in scientific journals with Qualis A1, which qualified the sample.

Table 7. Levels of sampling approach and abstraction

	DESCRIPTIVE	ANALYTICS	COMPREHENSION
State and Public Policies	0	8	19
Access to Higher Education	0	2	10
Internationalization	0	0	6
Teacher and Professional Education	0	4	10
HE Evaluation	0	8	10
TOTAL	0 (0,0%)	22 (28,6%)	55 (71,4%)

Source: The authors.

Regarding the critical positioning of the analyzed works, we can conclude that, even if the pluralist character and the use of combined theorization are dominant, appearing a diversified character in the research, there are still values that resist in most of the texts and that converge towards a transforming, ethical, democratic, and quality higher education focused on the world of work and not on the labor market.

Final Considerations

However, there are hegemonic values that can be shared by researchers, such as: the defense of democracy, of real democratization, of the right of all to education, of social justice, of equality, of the need for changes in the broader economic and social context (and not only in the education sector), of the struggle in favor of a non-racist, non-selective, non-sexist education, among other important values (MAINARDES, 2018, p.13).

In this work, we proposed to perform a bibliographic analysis of the State of Knowledge type (FERREIRA, 2002; MOROSINI; FERNANDES, 2014; MOROSINI, 2015; ROMANOWSKI; ENS, 2006) of the scientific production on Higher Education in Brazil, in order to unveil the current issues that emerge from these discussions. We are concerned with categorizing the main themes and understanding the criticisms and considerations elaborated by the researchers studied.

From a survey that used three databases and with the temporal cut-off of 2017 and 2019 for the ANPEd database, and 2018 to 2020 for the CAPES and SCIELO databases, totaling a sample of 77 articles. Based on the historical-critical approach (SAVIANNI, 2011) we conducted a bibliographic analysis using content analysis (BARDIN, 1977) as a methodological tool, with theoretical support in the categories of epistemological perspective, combined theorization and levels of abstraction approach (TELLO; MAINARDES, 2015; 2016) seeking to systematize, categorize and identify the main themes and issues of research in higher education in Brazil.

The results obtained help us understand the concern of the authors in discussing current issues on Brazilian education from a multi-thematic and pluralistic perspective. The RT that stands out the most is "State and Public Policies" followed by "Assessment of HE", "Teacher and Professional Training", "Access to Higher Education", and finally "Internationalization". In the subthemes, the themes of greatest interest are "Democratization and public and private aspects of HE", followed by "Quality evaluation", "Teacher training", "Access and dropout", and "Internationalization programs and cooperation networks".

The authors used as a basis for the theoretical foundation direct us to the valorization of the national production, which demonstrates the concern of the researchers in the field with the theoretical elaborations carried out from authentically Brazilian experiences.

The pluralist epistemological perspective and the combined theorization were the most recurrent theoretical strategies in the sample studied. Regarding the levels of approach and abstraction, most of the analyzed works fit with "comprehension", demonstrating a high level of theoretical and epistemological quality of the texts, which can be related to the criteria of refinement in the selection, which used only texts published in journals with Qualis A1.

We point out that, even with all the thematic diversity presented by the analyzed research and the extensive use of pluralism and combined theorization, hegemonic values that represent an ethical unity still persist in higher education research that defends democratization, the right to access, the promotion of social justice, the concern for the reduction of social inequalities, and a perspective of social and economic transformations. These values are still imperative among the analyzed studies and researchers.

We understand that research of the State of the Knowledge or State of the Art type does not exhaust the analytical possibilities of the themes and scientific fields studied; it presents aspects of certain clippings that are proposed by the researcher, but that do not represent the totality of this field. The systematization elaborated cannot "...be considered the only one, nor the truest and correct, but the one proposed by the researcher of the "state of the art" (FERREIRA, 2002, p.270).

It is also important not to consider, at the end of the work, the abandonment of inferences and knowledge unveiled in the process of developing the analysis. The material produced should continue to be analyzed through the prism of other research activities, as

Romanowski and Ens (2006, p.46) point out: "it is important to compare the state of the art studies with other regions, other states and other countries, in order to identify common problems, trends, policies, etc."

The data collected point to a consensus among researchers that higher education in Brazil has been suffering a "harassment" from the market. The strong trend towards mercantilization has led to the adoption of educational policies that restrict quality university education. In the business logic, humanities components are unnecessary for a technical and professionalizing education. Research points out that market imperatives determined by giant multilateral corporations put at risk the fulfillment of the essential purposes that justify the existence of the university as a public institution for human formation. According to Sobrinho (2018, p. 742) "in the midst of globalization, higher education has little interest in human development or the formation of an informed citizenry aware of its responsibilities in society."

In order to develop a higher education different from the one practiced that privileges inequalities, that sows and reproduces an ideology commodifying everything, even the educational processes, it is worthwhile for us to reflect on what Mészáros understands that should be maintained in this chaotic context, from the perspective of going beyond capital, a process of constant formation, because both ideologies and scientific knowledge are in constant transformation. Thus, for this author

An opposing conception effectively articulated in an education beyond capital cannot be confined to a limited number of years in the lives of individuals, but, because of its radically changed functions, embraces them all. The "self-education of equals" and the "self-management of the reproductive social order" cannot be separated from each other. Self-management - by freely associated producers - of the vital functions of the social metabolic process is a progressive - and inevitably changing - enterprise. The same goes for educational practices that enable the individual to perform these functions to the extent that they are redefined by themselves according to the changing requirements of which they are active agents. Education in this sense is truly a continuing education (MÉSZÁROS, 2005, p. 74).

The higher education of the future requires individuals who are aware of themselves, the other, and the class, especially in this Brazilian pandemic reality that has been in effect since March 2020, bringing more than 3000 deaths per day in this scenario of 2021. We need reflexive beings capable of thinking in the face of adversity and seeking solutions that encompass all of humanity so that words like justice, equality, peace, are not just dictionary entries that contain in their definition an impossible utopia. Knowing how to deal with uncertainties, adversities, seeking practical solutions, recognizing human nature and its relationship with the environment in which it lives as a whole can help in this process.

In the logic of flexible accumulation, competitiveness and competition become the organizing principles of higher education. Therefore, Sobrinho (2018) continues, higher education would have the function and mission of increasing competitiveness in the capital-capital relationship (competition among capitalists) and in capital-labor relationships. These are questions and themes that have motivated researchers. The data collected confirms that higher education, with the entry of the global logic of production, has lost its aura, its mission, and its social responsibility.

Reflecting on this moment and looking for possibilities of change in the path to a "liberating higher education" is a step towards education for the future. We understand that conscious beings can change the systems that have been imposed on us for so long. This includes transforming not only social systems, but also economic ones.

For Marx, the possibility of changing the transformation of the legal and political superstructure can only occur in a real way from the transformations of the economic base, that is, in the change of social positions generated by class antagonism, only then can social consciousness be a reflection of a new social order. Educating beyond the capital is necessary and urgent.

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