

# Letter to the Reader

São Carlos, May, 2014.

Dear Readers,

This issue consists of a dossier about the XXI Universitas/Br Seminar (XXI SeminárioUniversitas/Br) which was held at the Federal University of São Carlos (Universidade Federal de São Carlos) on May 29th, 30th and 31st, 2013 by Universitas/Br network, through one of the researches that is part of this international network that is linked to the Higher Education Policy Working Group of the National Association for Research and Graduate Courses in Education (Grupo de Trabalho de Política de Educação Superior da Associação Nacional de Pós-Graduação e Pesquisa em Educação).

It is important to highlight that the research which led to the seminar is the result of the work of senior researchers, graduate students from all over the country which is the centrality of the *Observatory on the Expansion of Education in Brazil* (*Observatório sobre a Expansão da Educação no Brasil – Capes/Inep*) coordinated by Deise Mancebo (State University of Rio de Janeiro – Universidade Estadual do Rio de Janeiro), João dos Reis Silva Júnior, from the Federal University of São Carlos (Universidade Federal de São Carlos) and member of Reveduc Editorial Board and João Ferreira de Oliveira from the Federal University of Goiás (Universidade Federal de Goiás).

The texts presented here in Reveduc seek to show the expansion and internationalization of higher education – the central theme of the event – through seven investigative fundamentals: Financing in the expansion of higher education; Institutional and academic organization in the expansion of higher education; Assessment in the expansion of higher education; Teaching in the expansion of higher education; Access and permanence in the expansion of higher education; Knowledge production in the expansion of higher education; Rural higher education. All texts followed Reveduc specific assessment procedures, including the two texts that supported the two opening conferences presented by the international guests: Professor Eric K. Spears from Mercer University (GA-US) and Professor Fabio Mesquiati (University of London–London-UK).

The two conferences and texts published here focused on showing the predominance of the commodity character of Brazilian higher education internationalization process, in addition to being a fundamental element for assessment of higher education institutions in Brazil and all over the world. We highlight the more academic nature of the first text and the commercial feature presented on both of them, although it is clearer in the second text.

The first text is already a partial result of the mentioned research of the Observatory Capes/Inep and it seeks to analyze the funding policy of Brazilian public higher education presented in the first National Education Plan (Plano Nacional de Educação - PNE) post 1988 Federal Constitution and the proposal contained in the Bill 8035/2010. The study is based on the thesis that the financing of public higher education is directly related to the state's fiscal constraints implemented in Brazil in the 1990s as part of neoliberal reforms adopted in the capitalist countries, especially in Latin America.

The second text targets the trajectory of government agendas and commitments made therein focusing on the use of distance learning (ODL) in order to achieve the goals of qualification of teachers of basic education at the university level. Based on the national education plans that, according to LDB/96, should be the most representative of these agendas, a retrospective of the paths chosen in the validity of the PNE 2001-2010 is initially made.

The following text aims to analyze some results of a research on the expansion of teacher training courses, which have as reference the guidelines issued by international organizations, in the specific case OREALC/UNESCO. Such guidelines focus on the valuation of teachers issues from studies on policies for initial and continuing training and career of basic education teachers implemented by the Brazilian government in the last ten years.

The fourth paper presents the result of a two years research focusing on the relationships between the processes of evaluation and expansion of higher education in the post-LDB/1996 period. Movements of expansion and evaluation results were analyzed in order to understand the relations between evaluative process, growth, quality and regulation of higher education in Brazil within the theoretical aspects of evaluation - promoting quality or control.

The fifth text puts forward the hypothesis that in the last two decades the Brazilian federal public universities became executive agencies of the state's public policies. It develops the argument based on a historical trajectory dating back to the 1980s, to affirm the central hypothesis in two dimensions: (1) commodification of knowledge production and (2) mass accreditation. In the first case, it finds a direction of scientific production for economic priority areas and, therefore, more directly related to market demands. In the second dimension - mass accreditation - directed primarily to the poorest social sectors of the population, the expansion of the system would aim to offer larger workforce for the implementation of precarious work while it constitutes a structural call for the production of *reverse hegemony* as Lulism is seen by many intellectuals.

The work that follows is the result of intensive research on the Brazilian scientific production and aims to analyze knowledge production in the context of the policies of expansion of higher education in Brazil in the period between the enactment of the 1996 Law of Guidelines and Bases of National Education (Lei de Diretrizes e Bases

da Educação Nacional – LDB) and the alleged inception of the National Education Plan (PNE), set for 2011.

The last text guides the discussion of the action of rural social movements and labor unions in order to ensure the right to education for people living in rural areas, with references for higher education policy analysis. Its construction is the result of studies of the Group of Studies and Research in Rural Education in the Amazon (Grupo de Estudos e Pesquisas em Educação do Campo na Amazônia) on the Movement of Rural Education.

Enjoy the reading!

Deise Mancebo  
João dos Reis Silva Júnior  
João Ferreira de Oliveira

**Funding for this edition:**



**Editorial Board**

Aline Maria de Medeiros Rodrigues Reali; Anete Abramowicz; Cármen Lúcia Brancaglioni Passos; Elenice Maria Cammarosano Onofre; Celso Luis Aparecido Conti; João dos Reis Silva Júnior; João Virgílio Tagliavini

**Editor-in-chief**

Anete Abramowicz

**Executive Editor**

Maria de Lourdes Bontempi Pizzi

**Proofreader**

Maria de Lourdes Bontempi Pizzi

**Translator and proofreader - English**

Maria Claudia Bontempi Pizzi

**Editing**

Diagrama Editorial

<http://www.diagramaeditorial.com.br>