

Letter to the Reader and Presentation of the Dossier “Higher education policies and knowledge production in Brazil: new modes of regulation and trends”

Letter to the reader

São Carlos - September 2019.

Dear Readers,

The volume 13, issue 3 of the Electronic Journal of Education (Revista Eletrônica de Educação) of UFSCar (Federal University of São Carlos) is made public in the context of a crisis announced and built since the military coup of 1964. The public university and education in general are under attack in a neoconservative scenario very close to fascism. The first signs came from the obscurantism that was seen very clearly in basic education that was threatened two years ago through the *Programa Escola Sem Partido* (nonpartisan school program), in fact a grotesque metaphor for the ideological control of the constitution of critical thinking and punishment through various instruments; evaluation, curriculum, pedagogy, didactics, methodology and the dream of a national education system that continued under the Temer government and became terrible in 2019.

The university that has been transforming for decades, with consequences for the work and health of professors, for the institutional culture that becomes business and close to the managerial and organizational making of the world corporations, reaches its maximum. These institutions lost their autonomy of production of their research agenda, therefore they lost their autonomy of democratic management. This process was done half a century ago by Plano Diretor de Reforma do Aparelho de Estado (the *Master Plan of reform of the State apparatus*), produced by Bresser-Pereira in the first half of the 1990s.

Lulism was an infinitesimal spasm of democratization of higher education, but even in this period, technoscience predominated in a movement that had as its end the entrepreneurial model of university. Contradictorily, much of our university colleagues agree when such a model that annihilates the university's historical identity, is imposed on us without any discussion.

The center of identity is a contradiction. One of the institutional of the institutional pillars aimed at increasing economic productivity and consolidating the social pact of the time lived, is found in one of the poles. In the Antithetical Pole lies the structural criticism of the social and economic form in which the institution is inserted, as well as the criticism of the university's own objectives. The university is, therefore, the place of criticism, of qualified debate and of moving through doubt and never through certainty, as the federal government imposes us today through the Ministry of Education with a shameful proposal of the entrepreneurial model they call cynically GET FUTURED. Such a program if it actually concretizes, it imposes from the formal point of view the death of the university, since it removes epistemically the pole of criticism that lies at the root of institutional identity. Assuming that the morality is blind that permeates our formation of subjectivity we will become zombies submitted to a *necro state*. In addition, if Ethics is the science that criticizes morality, at the same time with this consolidated model, we are banning the ethics of university culture. Universities, and only a few, will exclusively produce technoscience. The humanities must silence criticism and accept what they say on the other side of the Atlantic Ocean to whom the "Earth is Flat" without criticizing and moving increasingly towards global periphery. The university is under attack and must respond to the fact. The humanities will tend to reproduce, as unauthorized, by the absence of funding, to produce research with

good budgets. The public space historically constructed, will be a field under body control, behavioral and control of speech, ending with the central institution for the sovereignty of the country. However, reality exists and will be the greatest obstacle to rulers to silence criticism, it will continue.

But there is hope. The existence of this Scientific Journal is strong evidence to resist. I also highlight the group of intellectuals with their undergraduate and graduate students who are part of Rede Universitas / Br - <http://www.redeuniversitas.com.br/> - is another of many examples. The Network consists of only one that resists. There are many across the country.

This issue of the Journal presents the dossier "*Policies for Higher Education and Knowledge Production in Brazil: New Modes of Regulation and Trends*", which focus on the study and research on the production of knowledge. There are three international articles and 10 more texts from the network researchers.

One breath is the reading of the articles presented ahead that criticize what is there, besides showing practices that would lead to the intensification of the human condition. Last but not least, the Electronic Journal of Education (Revista Eletrônica de Educação), according to the periodic evaluation of the Coordination of Improvement of Higher Education Personnel (CAPES), was classified in level A2.

DOSSIER

Higher education policies and knowledge production in Brazil: new modes of regulation and trends.

Presentation

(by Karine Nunes de Moraes)

This following dossier presents articles that discuss and analyze new modes of regulation and trends under construction in the Brazilian university field, in higher education policies and in the production of knowledge. In the last two decades, the impacts of the expansion of higher education and economic demands on the academic production of knowledge in Brazil are observed, especially in postgraduate studies. More and more knowledge, technologies and innovations are required, as we live in an increasingly globalized world based on the so-called *knowledge economy*. These demands are changing the way of organizing and setting priorities in higher education institutions (HEIs). Academic work is also changing, increasing its links with these new situations through policies and actions of the federal government, but also through actions in university institutions.

The 13 articles that make up the dossier *Higher Education Policies and Knowledge Production in Brazil: New Modes of Regulation and Trends under Construction* present partial results of the research with the same title, articulated by the research of Rede Universitas/Br entitled *Policies, Management and Right to Higher Education: new modes of regulation and trends under construction*, with the objective of examining policies and actions in the Brazilian university field, in the fields of undergraduate and postgraduate studies, CT&I and knowledge production, in order to understand the logic and trends ongoing; map and analyze the modes of regulation (international, national and local), as well as the legal frameworks that shape the processes, mechanisms and actions within the production of academic-scientific knowledge; analyze the institutional, organizational and teaching practices in the field of knowledge production, resulting from the new modes of regulation and current policies; and analyze the production of knowledge in Brazil, considering its interfaces with the demands of the productive sector, by examining the ongoing trends in the field of funding, management and evaluation of research and postgraduate studies, with a view to understanding possible changes in the *habitus* and *modus operandi* of the scientific-university field.

Tristan McCown in the article *Five perils of the impact agenda in higher education* shows the impact of higher education institutions on society has become the focus of significant political attention in recent years, most prominently as part of the research evaluation. This paper presents a theoretical exploration of the notion category, identifying key dimensions such as source, shape, trajectory, intensity, timescale and destination. While recognizing the importance of porosity between universities and society, and the need to address critical contemporary challenges, five dangers of the impact agenda are highlighted: the normative dimension; the linear relationship; unpredictability; measurement; and instrumentalization. In response to the dominant conceptualizations, the paper proposes the notion of generative intrinsic as a more robust basis on which to base the work of universities.

Thomas Muhr though, with his article *State Policy, South-South Cooperation and Structural Transformation: The (ignored) case of Brazil-Venezuela cooperation for the promotion of equity in higher education (2003-2016)* contributes to the reflection on crises. especially in the South-South relations revisit the official Brazil-Venezuela cooperation in the period 2003-2016, during which state interventionist policies improved social and educational justice. Based on an approach of educational governance, a pluriscalar analysis of equity in access to university education is carried out, integrating a report of distributive justice in access to university education in Brazil and Venezuela with a structural approach related to South-South cooperation (CSS) between the two nations and also within the Southern Common Market (MERCOSUR). Two interrelated arguments are developed: First, despite persistent inequalities in access to university education in both territories, interventionist state policies have increased equality of access directly in relation to availability and accessibility. Second, the case of the Fronterizo Brazil / Venezuela Special Regimen illustrates that SSC can transform the background conditions for educational justice by producing an alternative framework to neoliberal global governance of education. Empirically, the discussion draws on content and discourse analysis of 81 cooperation documents signed between Brazilian and Venezuelan state and non-state actors, complemented by development plans and reports from municipal, national and regional commissions, and 1 month of field research in the Special Regimen Fronterizo in 2012. 13 semi-structured and participant observation interviews were conducted with officials at different levels of policymaking processes, academics, as well as local scale actors in different cooperation and integration initiatives on both sides of the Brazil / Venezuela border.

In *The pedagogical rift: Issues in education in the 21st century*, Judith Naidorf e Melisa Cuschnir propose to contextualize and criticize some neoliberal fashion pedagogies taking for granted that the obvious is not so obvious, has a background and that all theory is framed in a research paradigm. They are going to focus on emotional education and the reductionist use of neurosciences in school that have gained ground in the educational scene. These have an enormous influence on teacher training programs, on diagnoses about the performance of teachers and students in the school and on the proposals for conflicts that take place in the classroom.

In the article *Financial Globalization, Dependence and Institutional Changes: economic and political notes on reforms in Brazil today*, João dos Reis Silva Júnior seeks to understand the reform of the state apparatus in Brazil and the resulting reforms of republican institutions, as well as the processes of regulation and control of society in a frightening globalized context. And also show the economic and political dimensions of structural changes in the state university, research and science of the country, considering the center-periphery relations.

In the article *New Regulations on Higher Education: From the Evaluating State to Global-scale Accreditation* Gladys Beatriz Barreyro analyzes the transformation of higher education accreditation / assessment from an Evaluator State policy in the 1980s to a global policy unfolded in various modalities. From concepts developed by Susan Robertson and Roger Dale about the multiscale governance of education, it will be shown the existence of evaluation policies at various scales, as well as the participation of various institutions and actors (international, private and third sector). The impact of the General Trade and Services

Agreement (GATS) on higher education and specifically on evaluation/accreditation has been shown to have generated policies such as global creditor and regional accreditations; and institutions such as national and/or regional accreditation agencies and networks of these agencies, which elaborate guidelines presented and analyzed in the text. This is a product of research based on bibliography, document analysis and interviews with specialists in internationalization and evaluation of higher education.

In the article *The production of knowledge in Brazil in times of economic globalization: trends, tensions and perspectives* João Ferreira de Oliveira analyzes the production of knowledge in Brazil, considering the determinants of the process of economic globalization. It explains the current trends and tensions present in the international scenario and in policies and actions in the field of Higher Education, with emphasis on knowledge production, considering the changes that have occurred in recent years. It seeks to reflect on the perspectives of education, research and science in Brazil in a scenario of economic crisis, neoliberal reforms, which reduce public spending and the role of the state in Brazil but favor the action of large economic and financial groups. in terms of the expansion of higher education. The text is structured in three parts, which seek to highlight: a) the understanding of the structuring process of postgraduate studies and knowledge production in Brazil, considering historical elements and current indicators; b) examination of the production of knowledge in the light of the determinants of the capital restructuring process; c) the current government policy, which has redefined research, postgraduate and knowledge production and is based on (de) regulation that favors expansion in the private sector, especially in the postgraduate level. The study thus highlights the economic determinants that affect the production of knowledge in a globalized economy; recent changes in the legal base, which benefit private sector expansion; the fostering crisis experienced in public universities and the processes of subordination of work and academic management, as well as the loss of autonomy in the production of knowledge.

In the article *Public good, theory of human capital and commodification of education: conceptual approaches and an introductory presentation about "public" in the CRES-2008 and CRES-2018 statements*. Mario Luiz Neves de Azevedo analyzes the so-called theory of human capital and clarifying the concept. public as well as the frequency of the expression "public" in the Declarations adopted at the Regional Conferences on Higher Education in Latin America and the Caribbean in 2008 and 2018. To this end, in methodological terms, this article examines documents from certain International Organizations (UNESCO, World Bank, and OECD) and seeks support in Reinhart Koselleck's History of Concepts and authors such as Roger Dale, Bob Jessop, Stephen Gill, Paul Samuelson, Karl Polanyi, Pierre Bourdieu.

In the article *Science and Technology Production and the Work of Entrepreneurial* José Renato Bez by Gregório and Deise Mancebo, we analyze the work of the "entrepreneurial teacher" and the production of science and technology in Brazilian public higher education institutions, in the framework of the counter-reform of education. since 1995. To this end, it makes use of relevant literature and extensive documentary analysis. It begins with a discussion of the set of government policies, implemented since 1995, that underpinned the neoliberal reforms of the Brazilian state, serving as the basis for the application of the neoliberal counter-reform of higher education and for changes in the world of work, which reconfigured teaching work, giving vent, among other aspects, to entrepreneurship. It then analyzes the production of science and technology in Brazil, with emphasis on the production of technological innovations and partnerships between the state, university and private initiative; It addresses the "internal privatization" of the public university, the commodification of knowledge production and the effective participation of teacher-entrepreneurs in this process, supported by a set of laws, rules and legal devices. In the final remarks, it takes up some aspects of entrepreneurial culture and the insertion of private production habitus in universities, whose "utilitarian morality" destroys solidary relationships and values dear to education, such as the sharing and universalization of socially useful knowledge.

In the article *Reflections on the production of knowledge in the academic-scientific field: illusio and meritocracy* Maria Cristina da Silveira Galan Fernandes problematizes the production of knowledge in the academic-scientific field, within the context of the new university that takes shape in the 21st century, in which it favors the production of raw material knowledge, focused on market interests. It is a bibliographical research, based on Pierre Bourdieu's theoretical concepts, which help in understanding the characteristics of the scientific field, marked by the dialectical pair knowledge and interest (*illusio*), highlighting the particularities of the production of knowledge centered on productivism and supported by the idea of meritocracy, a structuring element of the academic-scientific field. It is understood that all social fields undergo resignifications, transformations or changes according to the historical context in which they are inserted and that, in this sense, in the field of research and the production of scientific knowledge exist, in addition to productivism and struggle competition for prestige and power, attitudes, actions and collaborative practices among researchers. It is concluded that the understanding of the intrinsic and extrinsic characteristics of the scientific field, unveiling the relations of power and domination that engender the production of knowledge, may broaden the possibilities of constituting a new project of emancipatory education for human beings, contributing to the overcoming the current productive and meritocratic professional habitus that conforms to the illusion of researchers and students in the academic field.

In the article *Expansion of higher education in the annals of the ANPEd Meeting in the period 2000 and 2015* Karine Nunes de Moraes is dedicated to the mapping and analysis of the academic production on higher education recorded in the annals of the annual meetings of the National Association of Graduate Studies and Research. Education (Anped), from 2000 to 2015. The centrality of the analysis undertaken is on the expansion of this level of education. It seeks to identify the volume of papers presented over the period mentioned above, the most frequent themes and discuss to what extent the papers dialogue with the federal government policies for the expansion of higher education. In other words, it seeks to analyze how the policies, programs and actions of the federal governments have demanded and/or interfered with the research agenda in the educational field.

In the article *Higher Education and the New Public Management: approximations of the Brazilian case with the French* José Carlos Rothen aims to understand the insertion of higher education within a new context of society and state organization, managed by the New Public Management, the paper presents a comparative historical study of the organization of Brazilian and French higher education. It is concluded that the French adherence to the new public management has as its north the knowledge economy and the Brazilian one the reduction of the State according to the Washington Consensus and that the higher education institutions in both countries are organized to participate in competitions, in France, the international promoted by the rankings, in Brazil, the mercantile.

In the article *New Modes of Regulation and Battles in the Production of Knowledge - a case study* Afrânio Mendes Catani presents a specific case study: the proposal of creating a new Graduate Program at the Faculty of Education of the University of São Paulo (USP). Everything precipitated after the release of the results of the CAPES quadrennial evaluation (2013-16) at the end of 2017, with the Program grade being reduced from 6 to 5, and now regulated by PROAP rules instead of PROEX, as "excellence" is restricted to those classified with concepts 6 and 7. This has resulted in reduced funding and academic prestige. The consequent internal splits and cleavages led a group of teachers to structure a new Program at FEUSP which, after complying with the internal procedures of the Faculty (not free from considerable tensions) and the Rectory of USP, was sent to CAPES for the evaluation procedures of usual. In December 2018 the agency did not approve the proposal and, days later, the group of academics assembled decided to appeal the decision. At the beginning of March 2019, the result of the reconsideration request was still awaited. The empirical material that argues the analysis consists of minutes of meetings of the congregation, departments, postgraduate committee, written records of meetings held by teachers who intend to integrate the new program, and exchanges of electronic messages between the various agents involved in the process.

In the article *Role of CNPq in Fostering Research in Education: analysis of the researcher's productivity profile in researches* Luciana Rodrigues Ferreira and Josenilson Guilherme de Araújo seeks to identify the profile of teachers funded with Research Productivity (RP) scholarship, in order to analyze the promotion of research within the scope of CNPq for the area of Education. Regarding the theoretical framework, Pierre Bourdieu examines social fields, and in particular the scientific field, associated with the notion of habitus, considering that the academic practices, university education and scientific research, on which they constitute in a specific ethos whereby certain values are required and developed. In the methodological field, it is based on a qualitative, exploratory approach, based on a bibliographic study, composition of a database of funding and scholarship holders, obtained from CNPq through the Development Management System (SIGEF) and Research Groups Directory (DGP), tabulated using the SPSS software; and document analysis, focusing on official documents from the Ministry of Science, Technology, Innovations and Communications (MCTIC) and CNPq, regarding PQ and research grant (APQ) notices. Among the results, it is noted that the investment in Brazilian science came from the strategic and international political interest. In fostering education, the data allowed establishing the trajectory of formation, institutional linkage and research, and show a certain conservatism that can be understood as difficulty or impossibility to develop new processes and practices more inclusive from the point of view of equitable development among researchers from Brazil and their *homo academics*. (taken from the presentation by Karine Moraes)

CONTINUOUS DEMAND

ARTICLES

Following the Dossier are excellent articles and other categories of publications. The article by Navarro and Freitas is a model example. The authors discuss the consequences of a work compressed by space-time with the article *Intensification of teaching work and health: a study with teachers from the Federal University of Goiás*. In it, Vera Navarro and Joana Freitas seek to discuss the relationship between intensification of teaching work and teacher health. The authors Paulo César Gomes, Alexandra Bujokas de Siqueira and Marcos Vinícius Ferreira Codato, with the text *"Is the colonizer's C analogous to the cartoon C?": An analysis of cartoons in the curiosity section of today's children's science magazine* seeks to show the "Ciência Hoje" Magazine) is an important vehicle of mass communication that acts in the dissemination of scientific, cultural and customs themes of the Brazilian people. It is a rich tool for science teaching that can be used by science and biology teachers to complement the topics covered in classes and favor many possibilities for reading. CHC magazine contains photographic images and many cartoons illustrating its themes.

Daise Pires and Vera Helena produce a good text, named *Multiculturalism, Identities, Professional Training and Quotas: Constructions by UFRJ medical students* anchored in cultural studies on identity and difference discuss and problematize the notion of multiculturalism, highlighting it as a useful concept for understand meanings built on changes introduced in the university from the introduction of quotas - particularly in social relations and in the formation and performance of the future professional.

Bruno Tadashi Takahashi and Álvaro Lorencini Júnior have as their object the analysis of the construction of teacher sociability in the supervised internship. They conclude that this process of socialization constitutes the ontological basis of the construction of a teacher identity of teachers in initial formation.

Families of children with disabilities and a common school: family needs and partnership building written by Dorca Soares de Lima Brito and Aline Maira da Silva to characterize the needs of family members of students with some type of disability, in the process of schooling in the regular school system. Dourados / MS and reflect on possibilities of approximation between school and family, based on such characterization.

The potential of a pilot study in qualitative research written by Analdino Pinheiro Silva Filho and Jonei Cerqueira Barbosa discuss the potential of the pilot study for the

development of qualitative research. The argument presented is the result of a pilot study that focused on mathematical language games in the training of teachers in the field. Maria de Lourdes da Silva Neta, Antonio Germano Magalhães Junior and Marcos James Chaves Bessa write the article *Evaluative Practices: A research in teacher training courses* that presents arguments to show that evaluation enables decision making by promoting the monitoring of teaching actions, pointing out the progress of the students, as well as the gaps in teaching and learning, provide information for teachers, managers and students, giving rise to training improvement in higher education.

EXPERIENCE REPORTING

Georgina Helena Lima Nunes is the author of the article *Literacy of adults and the elderly from a Quilombola village*, seeking to recover the experience of dialogues about literacy of adults and elderly Quilombolas in the state of Paraná. *Investigative activities in the teaching of physics: a thermodynamic approach to the human body* written by Neiva Mara Puhl and Miriam Ines Marchi whose objective is to relate thermodynamics to the energetic processes of the human body through investigative activities, seeking to contribute to the autonomy of students in the construction. and reconstruction of knowledge in the discipline of physics. *Narrate, say and experience: mobilizations in the knowledge and practices of a teacher of the early years of elementary school*, co-authored by Vanessa Araújo de Oliveira, Marcilene de Sá Monteiro and Katia Sebastiana Carvalho dos Santos Farias aims to present memorial flashes of an event that is being experienced by one of the authors, who will dialogue with the voices that echoed during the subject Teacher Training, Culture, Knowledge and Practices taught in the Graduate Program in School Education Master and Doctorate (PPGEEProf), Federal University from Rondônia.

CASE STUDY

Maria Fusté and Francesc Fusté-Forné present a case study that they name *Teaching Gastronomy: the discovery of food in childhood education*, Francesc Fusté-Forné is the report of a case study on food culture and presents us Preschool food learning is critical for the later development of eating habits. This refers not only to meals that take place throughout the day, but also to the ability of early childhood education to apply proposals that help accept foods that tend to cause greater rejection. This article aims to contribute to the apprehension of food in the infant phase, in order to test, accept and understand cooking and food as part of each one's cultural tradition. Thus, examples such as fruits or vegetables are products that form the basis of healthy eating, which at the same time tend to be the food groups that children least like. The article proposes a series of initiatives to integrate fruits and vegetables in the daily lives of children in the classroom, not only in relation to food - with a menu proposal - but also as a way of knowing the meanings Sociocultural aspects of food - for example, linked to the different seasons of the year. This study may lead to future research on practical evaluation of proposed activities and initiatives in order to know their effective contribution to the development of healthy eating practices.

Have a good reading!

João dos Reis Silva Júnior
Editor

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