

EVALUACIÓN Y ACREDITACIÓN IES

HIGHER EDUCATION IN BRAZIL: BRIEF HISTORY OF ITS IMPLEMENTATION TO THE PRESENT DAY

Dra. Maria Auxiliadora Monteiro Oliveira

Dra. Daisy Moreira Cunha

Federal University of Minas Gerais – Brazil

Dr. Luís Guilherme Monteiro Oliveira

Pontifical Polytechnic Institute Catholic University of Minas Gerais - Brazil

1. INTRODUCTION (OBJECTIVES)

This article aims to analyze Higher Education in Brazil today. And, from this perspective, its beginnings date back to:

- The 16th century, with the arrival of the Portuguese Jesuits, who offered courses in Philosophy and Theology. Royal Family to Brazil, in 1808, which promoted the opening of Higher Education Courses, in different areas of knowledge. 1964, the period of discretion was established, under North American supervision and Law No. 5.540/68 determined the University Reform that caused drastic changes, in line with the "Agency for International Development". Juscelino Kubitschek's government, which began in 1955, reduced spending and consolidated democracy in the country. In 2003, Luiz Inácio Lula da Silva became president, Law No. 9394/95, the second Law of Guidelines and Bases of National Education. Michel Temer (2016-2018) Higher Education suffered spending cuts, but no significant changes occurred. During the administration of Jair Messias Bolsonaro (2019-2022), the budget of the Ministry of Education was blocked, which was reduced by R\$2 billion to R\$1.3 billion. This study focuses on Higher Education in Brazil and, from this perspective, retraces its history, raises its problems and highlights its progress, placing emphasis on the current government of Luís Inácio Lula da Silva.

2. DEVELOPMENT

Despite the expansion of inclusion policies, access to Brazilian Higher Education is still restricted to a small portion of the Brazilian population. Data collected by the National Institute of Educational Studies and Research Anísio Teixeira (INEP, 2020) shows that only 20% of the population between 25 and 34 years old has a Higher Education diploma in the country. This same survey shows that only 40% have a higher education degree in Brazil, considering the entire Brazilian population. It should be noted that these data obviously refer to those with greater economic and financial power. According to Coelho (2021), professor of public policy management at the School of Arts, Sciences and Humanities at USP, since 2014, Brazil has been going through an acute economic crisis, with unemployment rates affecting the entire population, especially the poorest, and this fact increases unemployment, a fact that ends up alienating and affecting everyone, but above all, those called "excluded from luck". However, even if you count work/employment, for the poorest it is very difficult to balance study and work. And this fact ended up generating the so-called "neither studies nor works", as many cannot achieve either one or the other, which ended up generating the "famous" "neither-neither". Coelho (2021) explains that other problems occur around Higher Education, such as the concentration of searches and enrollments, around some courses such as Law and Administration, especially in private institutions. For him, it is essential in Brazil to continue insisting and enabling not only access, but also permanence in Higher Education, as dropout rates have been increasing, especially in private institutions, but also in public ones, as in the country, the number of people completing higher education has decreased considerably. In relation to some Latin American countries such as: Mexico, Colombia, Chile and Argentina, the population between 25 and 34 years old, with Higher Education, respectively is 24%, 30%, 34% and 40%. It should be noted that neoliberalism in education had and has many followers who advocate the desertion of the State, in the social, political, economic and educational spheres. And this practice, although not explicitly, continued to be present during the governments of Fernando Henrique Cardoso, Michel Temer and Jair Messias Bolsonaro.

3. CONCLUSIONS

It can be concluded that Higher Education in Brazil has been aimed at the most economically favored social classes and that according to Pierre Bourdieu (2023), although the school is recognized, ideologically, as an instance that promotes opportunities for advancement, it accentuates inequalities social, because the teacher as an agent, involved in this institution that reproduces social disparities, highlighting the performance in the classroom and its implications, in the imposition of a legitimate culture, to the detriment of popular culture, originating from some students, the consequences of which are their future segregation, in terms of academic success.

4. REFERENCES

- Freire, P. 2019. *Pedagogia da autonomia: Saberes necessários à prática educativa*. Ed. Paz e Terra. Edição 74.144p. ISBN: 978-8577534098.
- CUNHA, Luis A. *A Universidade Temporária: da Colônia à Era Vargas*. Rio de Janeiro. Livraria Francisco Alves. Editora S.A. Rio de Janeiro, 2008.
- DIAS, Sobrinho; Brito, J. *La Educación Superior en Brasil: Principales Tendencias y Desafíos*. Avaliação, Revista da Avaliação da Educação Superior. Campinas. Sorocaba. Páginas 487-507.
- FERNANDEZ, LA MARRA (2005). *La Evaluación y la Arreditación Universitare en Argentina*. In: Fernández LaMarrá; Mora, J; G (Coords). *Educacion Superior, Convergencia entre América Latina e Europa: Processos de Evaluacion y Acreditacion de-La calidad*. Buenos Aires. Edutref, 2002.
- MANCERO, D, 2019. *Universidade para Todos: a Privatização em Questão*. Profissões. Campinas, p. 7590, 2018.
- Mollis, M. *Las Reformas de la Educacion Superior en Argentina para El Nuevo Milenio*. Avaliação, Revista da Avaliação da Educação Superior: Campinas: Sorocaba. P. 509-529.

ACKNOWLEDGEMENTS

Federal University of Minas Gerais – Brazil
Pontifical Polytechnic Institute Catholic University of Minas Gerais - Brazil