

## REVIEW

### POLICIES AND EVALUATION OF *STRICTO SENSU* POST-GRADUATION: from local social insertion to internationalization

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FERREIRA, Valdivina Alves (org.).  
**Políticas e avaliação da Pós-Graduação stricto sensu: da inserção social local à internacionalização.**  
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The structuring of graduate studies in Brazil returns to 1965, when opinion nº 977, from the Federal Council of Education, brought the definition of the courses of this level of education. In this context, the Theory of Human Capital, as well as its emphasis on the formation of human resources, already guide public policies (CUNHA, 1988), including with regard to graduate studies. The relationship between educational education and the demands of the productive system, which crosses the educational debate, gains new contours in a context of financialization of the economy and the rise of neoliberalism, nod.

This new moment is marked not only by the hegemony of speculative capital, but also by its globalized dimension, which brings significant consequences to education. This is because the expansion of the circulation of capital followed a pressure on the circulation of knowledge and its producers, intellectuals. Considering the unequal nature of the relationship between countries and the

international division of labor, it can be assumed that the internationalization of education is also not a simple issue to be resolved.

The work, published in 2018, aims to critically analyze these points, from seven articles, written by professors and in addition to several postgraduate courses, in Brazil and abroad. Generally, the paper makes an analysis of graduate studies in the 21st century, historically recovering elements that help us understand the issues and contradictions presented. The main themes covered are evaluation policies, the relationship between public-private and internationalization. Despite the critical point of view, the multiplicity of perspectives marks the distribution of articles, both in theoretical-methodological terms and in terms of propositions. The academic and professional history of the authors is materialized in different and often conflicting analyses, bringing an important contribution to the production of scientific knowledge.

The first article, entitled **The Policy of Internationalization of the Stricto Sensu Brazilian Graduate Program: brief considerations about capes' current policy**, was written by professor João dos Reis Silva Junior and Fabíola Kato. It focuses on graduate policy in Brazil, in the second decade of the 21st century, from bibliographic analysis and primary sources, especially the follow-up report, produced in 2017, of the National Graduate Plan (PNPG) 2011-2020. The authors argue that the Brazilian graduate program goes through a process of introducing an economic rationality that, even referring to the governments of the 1990s, gains new impetus in the current context. This new university culture is characterized mainly by the pro-education of higher education with the productive sector, forging what the authors call raw material knowledge, developed to incorporate it into economic production.

The chapter is divided into two main parts, the first being dedicated to the analysis of these models, transformation in Brazil, from the understanding that it constitutes a global trend. And, in the second, the authors analyze, in more detail, the primary sources, unlooking the passive way in which Brazil is part of the globalization of knowledge commodified<sup>1</sup>.

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<sup>1</sup> The concept of passive internationalization is claimed to explain this process in which Brazil sends its intellectuals to other countries, but receives little foreign researchers.

In the **article Interfaces between the PNPB and the PNE** in the expansion and financing policy of postgraduate studies in Brazil, professor Luciana Ferreira and Vera Chaves work with a historical background similar to the previous one, bringing the state reform, from 1995, as a milestone of the new forms of management and evaluation. Starting from the dialectical historical materialist method, the text advances in some questions, starting with the analysis of the numbers that indicate the expansion of graduate studies in Brazil, especially since the launch of the first National Graduate Plan in 1975, when the relationship between knowledge and industrialization was formalized.

Deepening the analysis, the authors make a comparison of the goals launched by the National Education Plan, 2014, and the issues raised in 2017 by the *Comissão Especial de Acompanhamento* of PNPB, also worked in previous chapter. The part of these texts, it is understood that the documents are coherent with each other, but contradictory with the financing policy implemented, which does not allow the planned expansion. In this context, the article understands that the possibility of expansion is with the lowering of quality and/or with openness to the market..

In **The postgraduate program and the scientific system in Portugal after Bologna**: an expansion still insufficient, Maria Luísa Cerdeira and Belmiro Cabrito, from the University of Lisbon, aim to analyze higher education Portuguese, with emphasis on graduate studies, in the period after the Bologna Declaration that standardized European higher education, in order to allow greater circulation of cultural capital, as already occurred with financial capital. To undertake this analysis, the authors recover the development of education in the country, since the 1970s, showing the expansion of compulsory education and the expansion of demand for higher education, which saw its private supply grow in the 1980s, due to the influence of public institutions. Although the percentage of private higher education, in total enrollment, was reduced in the 21st century, the text shows how public education itself went through a privatization process when school fees began to be charged in 1992.

As for the Bologna Declaration the authors analyze how the choice for the English model was motivated by the orientation of producing more with less, making

the educational system more efficient and less costly. Nevertheless, in the period following the agreement, the text shows how Portugal has developed, with the significant expansion of graduate studies, in a context in which the undergraduate diploma becomes insufficient.

Continuing the international approach, **article The postgraduate and the training of doctors in Education in Brazil and Canada** is authored by a Brazilian doctoral student, Isabela Braga, and Lynette Schultz and Ranilce Iosif, from the *Universidade Aberta*, Canada, where the former held a sandwich doctoral internship. The proposal is to conduct a comparative analysis, based on official documents that deal with the evaluation of postgraduate courses in both countries. In Brazil, CAPES documents were selected, depending on its centralized policy, and, in the case of Canada, documents from the province and university investigated. The article develops in order to contextualize policies historically, dividing into three main points. In the first two, the general characteristics of graduate studies in education in Brazil and Canada, respectively, are addressed, and in the third, the comparison between the countries is made.

As a background, we have the neoliberal advance and the new role of the State, over everything about management, with a view to understanding its impacts on graduate studies. While, in Brazil, the main consequence refers to the quantitative emphasis, linked to academic productivism, in Canada, the greater link between the University and companies is highlighted, in a context of reduction of the federal budget. This differentiation, which has in common the basis of the training of knowledge, can be understood by the organization of higher education in each country. Without intending to refuse any system, the authors propose to raise the contradictions and challenges of a democratic and emancipatory formation in this neo liberal context.

In **The evaluation of stricto sensu postgraduate programs in Brazil: characteristics and context**, the general coordinator of the CAPES Evaluation Board, Elisa Thiago, and Professor Vanessa Andreotti present a description of Capes' evaluation system. Unlike the previous article, they bring an understanding that the current evaluation system has made it possible to expand graduate studies with monitoring of its quality. The bond of one of the authors with CAPES helps us

to understand this difference, as it brings to the larger text deepen presentation of the stages of the evaluation process but does not incorporate so many problematizations.

Thus, the second part of the text is dedicated to the contradictions and challenges of graduate evaluation, both about the existing system in Brazil, and the problems experienced externally, with which we could learn. In the first aspect, regional asymmetries that challenge homogeneous evaluation criteria are prioritized. In the second aspect, the problems related to the commodification of higher education are raised, ranging from market interference on training to the transformation of teaching-learning relationships into commercial relations.. In the contextual approach, the characteristics of neoliberalism are raised to understand these challenges. However, the evaluation is not understood in this framework, but as an important instrument to safeguard the place of graduate studies in the resolution of national problems.

The sixth article, entitled **Internationalization of Graduate Studies in Education: the case of PPGE/UFMG**, is signed by professors Maria de Fátima Gomes and Isabel de Oliveira e Silva. It differs by bringing a proposal of internationalization based on solidarity and reciprocity, using the example of the Graduate Program in Education of UFMG. The starting point of the analysis are the conceptual dyads that break up passive and active internationalization. Although highlighting the insufficiency of these concepts for the proposal of internationalization of PPGE-MG, the authors analyze the projects that enroll this program in the context of the national trend, predominantly passive.

Firstly, because of the importance of trade on the southern axis, i.e. with countries other than Europe and North America. And, secondly, by the circulation of professionals and students not only from Brazil out, but also in reverse, from projects led by the Brazilian program. In these relations, which are based on the understanding of cultural differentiation and Latin American belonging, solidarity and reciprocity are the axes of this proposal of methodology to guide internationalization.

Finally, in the article **The professional insertion of masters and doctors**, the doctoral student Thaís Pereira and Professor Célio da Cunha start from the premise that education should be an act for economic development and

improvement of people's quality of life. The question of analysis is how the master and the doctor are part of professional life, in view of understanding the relationship between training and professional situation in Brazil.

The authors argue that highly qualified professionals do not occupy a corresponding position in the labor market due to the permanence of a technical model of research and the distancing of private companies. Starting from the demands of society and knowledge, the proposal of the text is an adaptation of public policies to the new skills required specialized labor market, including in terms of international circulation.

As we can see, the book expresses the multiplicity of social thought, complexing the understanding of the challenges facing graduate school, in Brazil and in the world. To this end, it brings tiresome questions of the educational debate, such as mercantilization, evaluation and internationalization, in different perspectives and composing different proposals. The importance of this book lies precisely in the implication of researchers with the object worked, which is their own work.

## Reference

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