

ARTICLE

SPEAKING OF TEACHER EDUCATION: PROFILE OF STUDENTS IN TEACHING COURSES IN MINAS GERAIS¹

THAIS CRISTINA FIGUEIREDO REGO¹

ORCID: <https://orcid.org/0000-0003-3076-002X>

thaiscfrego@gmail.com

FABIANE SANTANA PREVITALI¹

ORCID: <https://orcid.org/0000-0002-8079-5557>

fabiane.previtali@gmail.com

¹Universidade Federal de Uberlândia. Uberlândia, Minas Gerais (MG), Brasil.

ABSTRACT: The INEP annually leads a census that makes it possible to establish an overview of Higher Education in Brazil. It's intended to identify the profile of newcomers in teaching courses through a qualitative-quantitative and documentary study that has analyzed micro data from the Higher Education Census between 2011 and 2021. It's been noticed that only a minority of newcomers are enrolled in teaching courses. The majority of them come from public schools and are attending online classes, in private institutions, and night schools. The admissions through reserved slots are mostly based on the criteria of being from public schools, self-identified as mixed-race, female, and aged between 18 and 24 years.

Keywords: Higher Education Census, Newcomers, Teaching courses, Minas Gerais.

FALANDO EM FORMAÇÃO DOCENTE: PERFIL DOS ESTUDANTES DE LICENCIATURAS EM MINAS GERAIS

RESUMO: O INEP realiza anualmente um censo que possibilita traçar um panorama do Ensino Superior no Brasil. Propõe-se identificar o perfil das/dos ingressantes nos cursos de licenciatura em Minas Gerais por meio de um estudo quali-quantitativo e documental que analisou os microdados do Censo da Educação Superior entre 2011 e 2021. Constatou-se que somente uma minoria dos ingressantes em cursos de graduação encontra-se nas licenciaturas. Os licenciandos, são, na maioria, oriundos da rede pública, estão na EAD, na rede particular e no turno noturno. O ingresso por meio de reserva de vagas, se dá, na maior

¹ Article published with funding from the *Conselho Nacional de Desenvolvimento Científico e Tecnológico* - CNPq/Brazil for editing, layout and XML conversion services.

parte, pela prerrogativa de serem de escolas públicas; declaram-se na sua maioria como pardos; do sexo feminino e com idade entre 18 e 24 anos.

Palavras-chave: Censo da educação superior, ingressantes, licenciatura, educação básica, Minas Gerais.

HABLANDO DE FORMACIÓN DOCENTE: PERFIL DE LOS ESTUDIANTES DE LICENCIATURAS EN MINAS GERAIS

RESUMEN: INEP realiza anualmente un censo con las Instituciones de Educación Superior brasileñas que permite tener una visión general de la Educación Superior. Se propone identificar el perfil de los ingresantes en cursos de licenciaturas en Minas Gerais entre 2011 y 2021. Es un estudio cuali-cuantitativo y documental que analizó los micro datos del Censo de Educación Superior entre 2011 y 2021. Solo una minoría de los ingresantes se encuentra matriculada en licenciaturas. La mayoría proviene de escuelas públicas, está en la modalidad a distancia, en instituciones privadas y en horario nocturno. El ingreso a través de reservas de vacantes ocurre, en su mayoría, por ser provenientes de escuelas públicas, se identifican principalmente como pardos, del sexo femenino y con edades entre 18 y 24 años.

Palabras clave: Censo de Educación Superior, Ingresantes, Licenciatura, Educación Básica, Minas Gerais.

INTRODUCTION

School education has undergone significant restructuring in response to the globalization of capital, neoliberal political guidelines, and new management practices associated with the proliferation of New Public Management (NPM), now enhanced by digital technologies. This scenario presents new challenges for teaching professionals, who play a crucial role in the teaching-learning process and who will contribute to the new working class (Previtali; Fagiani, 2020). Under the capitalist-bourgeois paradigm of the digital age, it becomes imperative to develop a market discipline and an entrepreneurial culture from an early age. Hill (2012) argues that an educational reform is underway, which includes teacher training within global and national requirements under neoliberalism.

Education occurs in various contexts. As Saviani (2007) points out, education is a phenomenon specific to human beings, evolving through a historical and dialectical process that transforms both nature and human existence via intentional work, which essentially entails the production of social being. The culture of a population and civilization is preserved through the practices of recreation and the transmission of knowledge to future generations. In bourgeois societies, particularly since the Industrial Revolution, formal education has gained prominence as a site for systematic scientific-technological knowledge and the development of individuals in both technical and sociocultural dimensions (Saviani, 2015). Thus, teacher training has a social function, as it broadens the historical context, memories, habits, culture, and values through the art of teaching. This acquired knowledge contributes to ensuring and claiming rights before public bodies (Nascimento; Hetkowski, 2007) since the school institution brings the contradictions of class society and the relations of control and resistance of work (Braverman, 1981).

In discussing undergraduate degrees, with regard to teacher training, we are referring to knowledge in general. For Gatti (2013, p. 59), teachers are crucial because they are the ones who will educate citizens and therefore need a “solid base of knowledge combined with forms of action”. The importance of an education professional knowing, deepening and understanding in depth the various historical moments is of paramount importance for their professional growth, because education was not and is not done in the here and now; it is necessary to consider the historical context to be able to interpret the present and project the future (Gatti, 2014).

This study is justified by its potential to contribute valuable data and theoretical insights that enrich the academic debate and inform public educational policies regarding the relationship between teacher training and teaching practices in basic education in Brazil, particularly within the state of Minas Gerais. The aim of this research was to identify the profile of individuals enrolling in undergraduate courses in Minas Gerais, providing a foundation for reflecting on the characteristics of basic education teachers in Brazil.

METHODOLOGY

This study is located within the field of critical social theory, from the perspective of historical and dialectical materialism that recognizes the historical and contradictory nature of changes. It aims to comprehend their particularities as part of a complex totality (Kosik, 1976). The research is characterized as descriptive and qualitative-quantitative. According to Minayo (1994), integrating these two research types is entirely valid, as they complement each other rather than exclude one another. It is also characterized as using documentary research, utilizing Microdata from the Higher Education Census from 2011 to 2021 as its basis.

The National Institute of Research (INEP) is the main database and indicators related to school education in Brazil. The agency conducts an annual census with all Higher Education Institutions (HEIs) in Brazil to collect information on infrastructure, available vacancies, candidates, enrollments, new students, graduates, and faculty in the different forms of academic organization and administrative category. The aim is to provide statistical data that allow understanding and monitoring of Higher Education in Brazil, supporting the Ministry of Education in monitoring and evaluation activities in expansion programs to improve the quality of Higher Education. In addition, this data enables the calculation of indicators that support the formulation and implementation of public policies, benefiting public and private HEIs, researchers, specialists, both Brazilian or foreign students, international organizations, or other professionals interested in this area (INEP, 2022).

Microsoft Excel© was used to organize the quantitative data and create the graphs. Initially, the 11 (eleven) files provided by INEP, which contain the results of the Higher Education Census (2011 to 2021) were downloaded. All data were reallocated into a single spreadsheet for subsequent filtering based on the focus of this study. Data dictionaries were also downloaded to identify the available variables and their occurrences across all years included in the study. Variables related to the description of the profile of new undergraduate students in the state of Minas Gerais were chosen (Table 1).

Chart 1: Variables used in this study

Variables	Variable description	Use in the text
NU_ANO_CENSO	Reference year of the Higher Education Census	Filter: Research Years
NO_UF	Name of the Federation Unit where the course is offered	Filter: “Minas Gerais”
TP_GRAU_ACADEMICO	Type of academic degree awarded to the student for completing the requirements of the course	Graph 01
QT_ING	Number of entrants	Graph 01 Table 01
TP_MODALIDADE_ENSINO	Type of course teaching modality	Graph 02
QT_ING_PROCESCPUBLICA	Number of entrants who finished high school in public schools	Graph 03
QT_ING_PROCESCPRIVADA	Number of students who finished high school in private schools	
QT_ING_PROCNAOINFORMADA	Number of students who did not report the type of school they completed high school in	
TP_REDE	Education Network	Graph 04
QT_ING_RESERVA_VAGA	Number of new students - students participating in the vacancy reservation program	Graph 05
QT_ING_RVREDEPUBLICA	Number of new students - students participating in the vacancy reservation program - public school	
QT_ING_RVETNICO	Number of students - students participating in the vacancy reservation program - ethnic nature	
QT_ING_RVPDEF	Number of students - students participating in the vacancy reservation program - people with disabilities	
QT_ING_RVSOCIAL_RF	Number of new students - students participating in the vacancy reservation program - social aspect/family income	
QT_ING_RVOUTROS	Number of new students - students participating in the vacancy reservation program - other types	Graph 06
QT_ING_BRANCA	Number of new students – White Skin Color/Race	
QT_ING_PRETA	Number of new students – Black Skin Color/Race	
QT_ING_PARDA	Number of new students – Brown Skin Color/Race	
QT_ING_AMARELA	Number of new students – Asian Skin Color/Race	
QT_ING_INDIGENA	Number of new students - Indigenous Skin Color/Race	
QT_ING_CORND	Number of new students – Skin Color/Race information not available or not declared	Graph 07
QT_ING_DIURNO	Number of new students in the day shift	
QT_ING_NOTURNO	Number of new students in the night shift	Graph 08
QT_ING_FEM	Number of female students	
QT_ING_MASC	Number of male students	Graph 09
QT_ING_0_17	Number of new students - Up to 17 years old	
QT_ING_18_24	Number of new students - 18 to 24 years old	
QT_ING_25_29	Number of new students - 25 to 29 years old	
QT_ING_30_34	Number of new students - 30 to 34 years old	
QT_ING_35_39	Number of new students - 35 to 39 years old	
QT_ING_40_49	Number of new students - 40 to 49 years old	
QT_ING_50_59	Number of new students - 50 to 59 years old	
QT_ING_60 MAIS	Number of new students - 60 years of age or older	

Source: INEP (2011- 2021). Prepared by the authors.

The first filter to be used was to select data related only to the State of Minas Gerais and, then, only records related to undergraduate courses. The spreadsheet was then filtered by year to extract data related to each variable used.

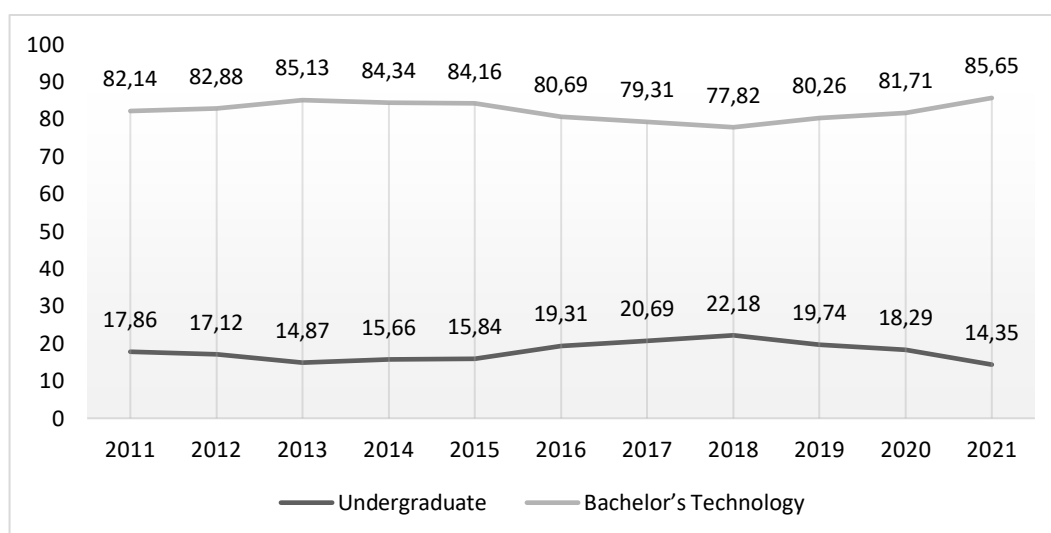
To establish historical, social, and cultural relationships regarding the data presented on the profile of students entering undergraduate courses, graphs were constructed.

The different information that makes up the profile of these students was statistically analyzed, comparing the data found in each year and conducting a critical and reflective discussion to interpret the data.

RESULTS AND DISCUSSION

The number of new students in courses that train teachers (Undergraduate degrees) was, always during the period covered by this study, much lower than the number of new students in other undergraduate courses (Bachelor's and Technological) in the state of Minas Gerais, as we can see from Graph 1.

Graph 1: Percentage of entrants to undergraduate, bachelor's, and technology courses in the State of Minas Gerais - 2011 to 2021



Source: INEP (2011- 2021). Prepared by the authors.

Even if we consider the higher percentage of students to undergraduate courses (2018: 22.18%), we observe that the gap between the percentage of enrollments in that year for bachelor's/technological degrees was approximately 3.5 times smaller, indicating that these courses have a reduced demand by those entering higher education.

Table 1 shows the number of enrollments only in undergraduate courses in the state of Minas Gerais.

Table 1: Number of new undergraduate students in Minas Gerais - 2011 to 2021

2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
41,211	46,370	39,521	45,887	43,806	53,644	63,449	71,612	65,984	62,094	51,109

Source: INEP (2011- 2021). Prepared by the authors.

There was a slight fluctuation between 2011 and 2015, during Dilma Rousseff's government. However, between 2016 and 2018, during Michel Temer's government, there was a noticeable peak in the enrollment of new students to undergraduate courses in Minas Gerais. During Jair Bolsonaro's government, from 2019 to 2021² there was a significant decline, especially between 2020 and 2021.

Considerations provided by Gomes (2022) about Brazilian Higher Education in the governments mentioned above can help us understand these data.

During President Dilma Rousseff's first term (2011-2014), she continued the previous administration's approach of expanding access to higher education. The growth in the federal network of higher education institutions was notable high "associated with the time needed to implement complex projects approved prior to her government, such as the construction and creation of new universities or federal institutes, with an emphasis on interiorization" (Gomes, 2022, p. 19). Furthermore, in 2012, the the National Congress approved Law No. 12,711/2012 (quota law) for admission to federal institutions.

With regard to private higher education, there is an ongoing evolution of the regulations of the Higher Education Student Financing Fund (FIES- *Fundo de Financiamento ao Estudante do Ensino Superior*). Notably, in 2011 FIES surpasses the University for All Program (Prouni- *Programa Universidade para Todos*) in terms of enrollment volume for the first time. "[...] In fact, at this moment, FIES is a high state subsidy that reaches a significant portion of students from practically all social classes as part of the strategy to expand vacancies on several fronts" (Gomes, 2022, p. 18).

The Temer government (2016-2018) primarily focused on enhancing the flexibility of distance learning courses. During this period, there was a significant increase in enrollments in higher education within this type of education, as we will see later.

The Bolsonaro government (2019-2021) continued the Temer government's initiatives aimed at expanding the availability of distance learning opportunities while also reducing the FIES program. However, this government experienced a decline in growth in federal universities.

During this government [Bolsonaro], we have seen a sharp decline in enrollments in in-person courses, including in private institutions, and a high growth in distance education, with a reduction in the supply of federal education.

[...]

There are no initiatives to expand the number of places in the federal public education system. Bolsonaro's major policy for higher education – the 2019 "Future-se" program – which promised to revolutionize the management, financing, and production methods of federal universities never came to fruition [...]. In any case, this program was not about expanding access to higher education, but only about finding alternative ways, that is, private ways, to finance public universities (Gomes, 2022, p. 21).

As the literature points out, the teaching career reveals major problems such as low salaries, precarious working conditions, double and even triple work shifts, violence and indiscipline in schools that can contribute to its low demand and lower prestige (Gatti, 2013, 2014; Hipolyto, 2015; Jacomini; Penna, 2016; Maciel; Previtali, 2011; Oliveira, 2018; Saviani, 2009).

Brazilian educational reforms have led to losses in teaching work, which acts as a disincentive to this career. According to Previtali and Fagiani (2018), basic education teachers have lost control over the means (political-pedagogical processes for teaching) and the ends of their work (student education).

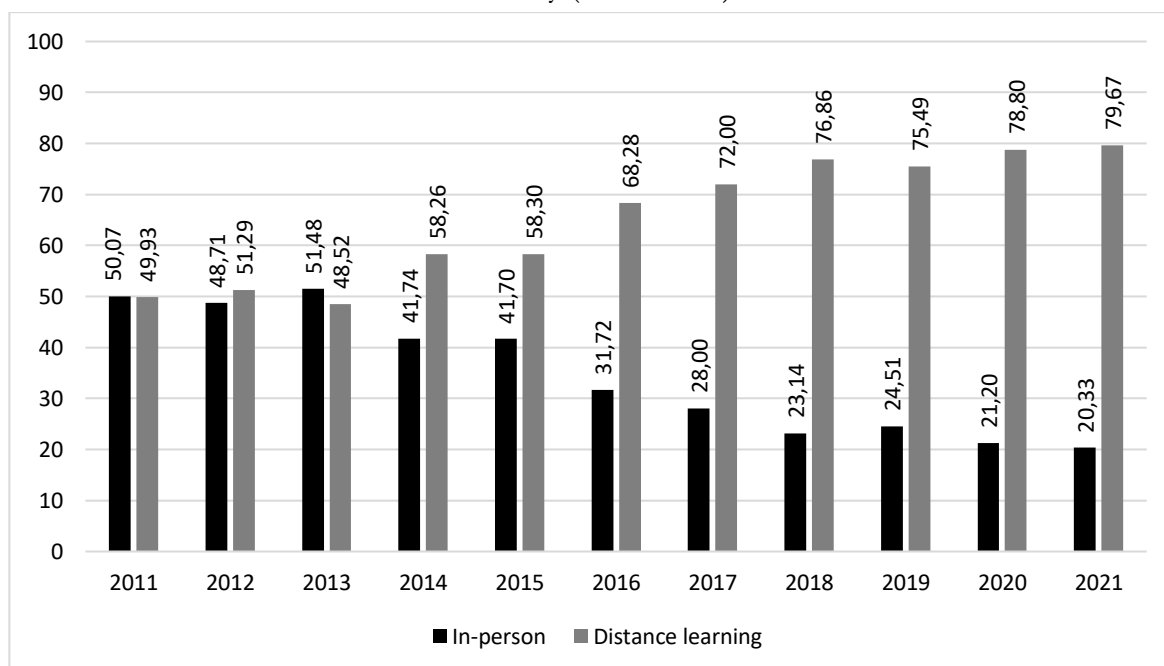
² As of the date of writing this document, INEP had not released data for 2022, the last year of Jair Bolsonaro's government.

The forms of control have been deepened through the growing intertwining of living labor and work, as well as through individualized labor relations strongly guided by competition between those who work. Constitutive elements of this intentionality are the (de)construction of teacher training processes, making them lighter and with essentially technical content, the expropriation of teaching autonomy concomitantly with the imposition of pedagogical projects and procedures determined by senior management, the imposition of typical management tasks, involving the capture of private resources, the dismantling of the teaching career and the imposition of flexible forms of employment, the intensification of work due to the accumulation of tasks, the devaluation of wages and poor working conditions, with emphasis on the excessive number of students per classroom, as well as deficient and inadequate school facilities (Previtali; Fagiani, 2018, p. 54).

This dismantling has generated resistance from the category, not necessarily out of a desire for new gain, but to prevent the loss of hard-won achievements. The 2011 strike in Minas Gerais is worth mentioning, in which 50% of the workforce participated in a strike to demand changes to the subsidy system enacted by the government at that time (Previtali; Fagiani; 2018). It is important to emphasize that, even during the Covid-19 pandemic, when there was a decrease in the number of strikes in the public service, of the 192 strikes that occurred, 55 were in education (Previtali; Fagiani, 2021). The importance of these movements is highlighted so that the population becomes aware of the dismantling carried out by neoliberal governments, which should be concerned with the importance of the teaching profession and with quality education, guaranteeing resources for the appreciation of these professionals concerning their training, remuneration, working hours and structuring of their careers.

An analysis of undergraduate course types reveals that between 2011 and 2013, the percentage of students in the in-person and distance learning modalities showed only a negligible difference, with the in-person modality slightly leading. From 2014, this trend reversed, and the percentage of students in distance learning undergraduate courses in Minas Gerais increased significantly, reaching up to three times higher than in-person courses, as shown in Graph 2.

Graph 2: Percentage of entrants to undergraduate courses in the state of Minas Gerais by teaching modality (2011 - 2021)



Source: INEP (2011-2021). Prepared by the authors.

It is possible to state that this increase in demand for distance learning degrees is due to policies that favored the expansion of Distance Education (EAD). The legal bases regarding EAD were established: 1) by LDB 9394/96, which, in article 80, included this modality in Brazil at all educational levels, highlighting the importance of this modality in the context of national education and, 2) by its inclusion in the National Education Plan (PNE). About EAD for undergraduate degrees, paragraph 3, item III of article 87 of the LDB stands out: “III- carry out training programs for all teachers in service, also using distance education resources for this purpose” (Brasil, 1996, n/p). However, all legal provisions for public and private HEIs, needed to be managed by a specific system, which was regulated after the establishment of the Open University of Brazil (UAB) in 2006, through Decree No. 5,800/06 (Moraes; Araújo, 2021).

The Dilma government (2011-2016) continued the expansion of higher education programs initiated by her predecessor, Luiz Inácio Lula da Silva. This period saw the establishment of new federal universities, new campuses, and new federal institutes. Also, the administration renewed the goal of the PNE for the 2014-2024 period. This renewal emphasizes goal 12, which seeks to increase enrollment rates in higher education and promote the expansion and internalization of the federal network, as well as the UAB System.

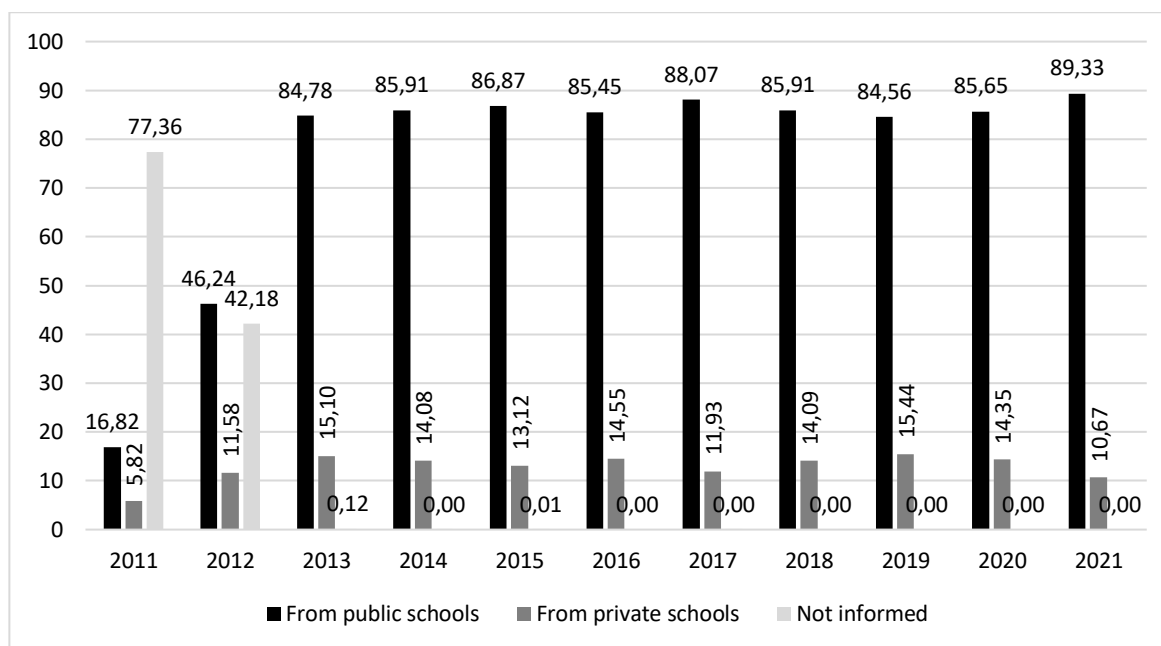
The period from the Temer government (2016-2018) to the end of the Bolsonaro government (2019-2022) “was marked by legal changes, accompanied by discursive practices, political lobbying action, normative acts with the objective of seeing legislated modes of organization, social, cultural and political functions of higher education that favor the expansion of the ‘neoliberal university’” (Sobrinho; Nascimento; Sousa, 2023, p. 797, authors' emphasis).

The regulation of Higher Education and distance learning in Brazil has been significantly influenced by market forces as well as organizations such as the World Trade Organization (WTO) and multilateral entities such as the World Bank. These regulations have primarily focused on addressing the demands of an expanding educational market, often prioritizing statistical metrics and certifications that cater to market interests over ensuring the quality of education and training (Santos, 2018).

When considering teacher training through distance learning, it is important to consider that students opting for this modality may miss out on essential academic and cultural socialization, which plays a significant role in their professional development. They often experience a lack of interaction and dialogue with colleagues and instructors, participation in student movements, debates, and other aspects present in everyday academic life (Gatti, 2014). The author emphasizes that the concern is not the distance learning modality, but rather the often in the frequently inadequate manner in which distance learning undergraduate courses are offered in Brazil. Important aspects such as professors, tutors, and monitors with good training in the area and knowledge of technological resources, updated technologies, quality teaching materials, infrastructure of the centers, and assessment of learning in consistent forms are not always found in the offering of distance learning courses in the country.

When trying to identify in which education network those entering undergraduate courses completed high school, public schools were the answer, which can be seen in Graph 3 as a reality in the State of Minas Gerais over the last 11 years.

Graph 3: Percentage of entrants to undergraduate courses in the state of Minas Gerais according to the high school completion network (2011 - 2021)



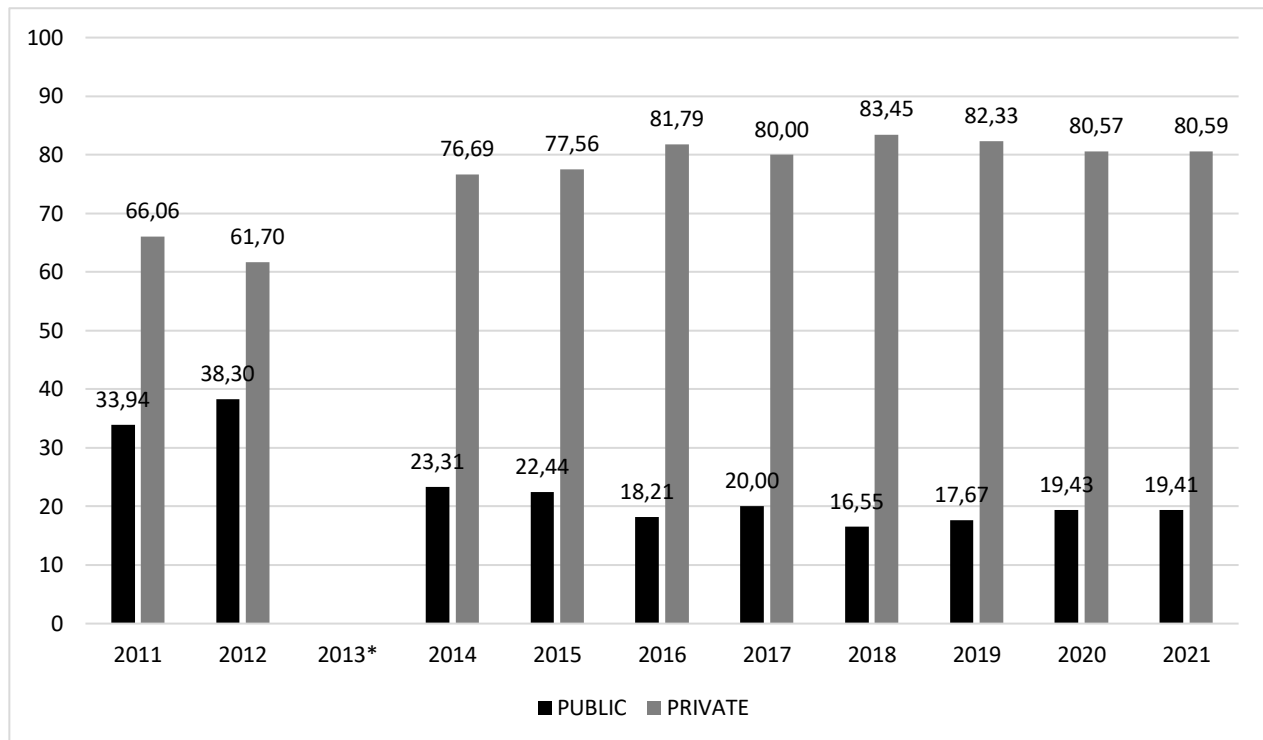
Source: INEP (2011-2021). Prepared by the authors.

According to Souza, Passos and Ferreira (2019), undergraduate courses are considered to be of less prestige and offer lower salaries. These programs are generally occupied by people who attended high school in the public school system. A study presented by Tartuce, Nunes and Almeida (2010) with 1501 students graduating from public and private schools in large or medium-sized cities in different regions of Brazil revealed that only 2% indicated Pedagogy or some other undergraduate course as their first option for entering Higher Education. Among these, 87% were from public schools. Gatti et al. (2019) noted that the sociocultural profile of students in the most prestigious courses in society, such as Dentistry, Medicine, Engineering, Veterinary Medicine, Architecture and Urban Planning, typically includes parents with higher education, mostly white students, with greater purchasing power and better financial conditions, and most attended private high schools.

Comparing the profile of students in these areas to those in undergraduate courses not only highlights the strength of social and cultural factors present in the students' academic trajectories, but also makes clear the role of schools in shaping these trajectories that create conditions for reproducing social inequalities in a society as unequal as Brazil's (Gatti et al., 2019). The lack of training for teachers goes against the profession, legitimizing, through conservative discourses, private high school education as the only alternative for access to other professions, understood as a concrete possibility of social advancement (Silva Júnior; Lucena; Ferreira, 2011).

While the majority of students come from public schools, they predominantly enter a largely private undergraduate educational network, as shown in Graph 4.

Graph 4: Percentage of new students to undergraduate courses in the state of Minas Gerais by network (2011 - 2021)



* Data for 2013 not available in the INEP spreadsheet

Source: INEP (2011-2021). Prepared by the authors.

According to Graph 4, the private sector is the main institution responsible for training teachers who will work in basic education in Minas Gerais. In general terms, these are non-university institutions, more concerned with offering professional training than with extension or research activities in the undergraduate courses offered. This is because these courses have a lower cost and are chosen as priority courses (Scheibe, 2010).

The substantial involvement of the private sector in training teachers can be attributed to various factors, including tax incentives for higher education institutions (HEIs) such as PROUNI and FIES, affordable tuition fees—particularly in the realm of distance learning—and the inadequate preparation received during basic education, which complicates access to public universities.

The expansion of higher education in Brazil was significantly propelled by the neoliberal reforms implemented from the 1990s onwards under President Fernando Henrique Cardoso (1995-2002). These reforms encouraged the growth of private higher education institutions through the liberalization of educational services and the provision of tax exemptions, particularly for less rigorous courses that emphasized teaching over research (Silva Junior, 2002).

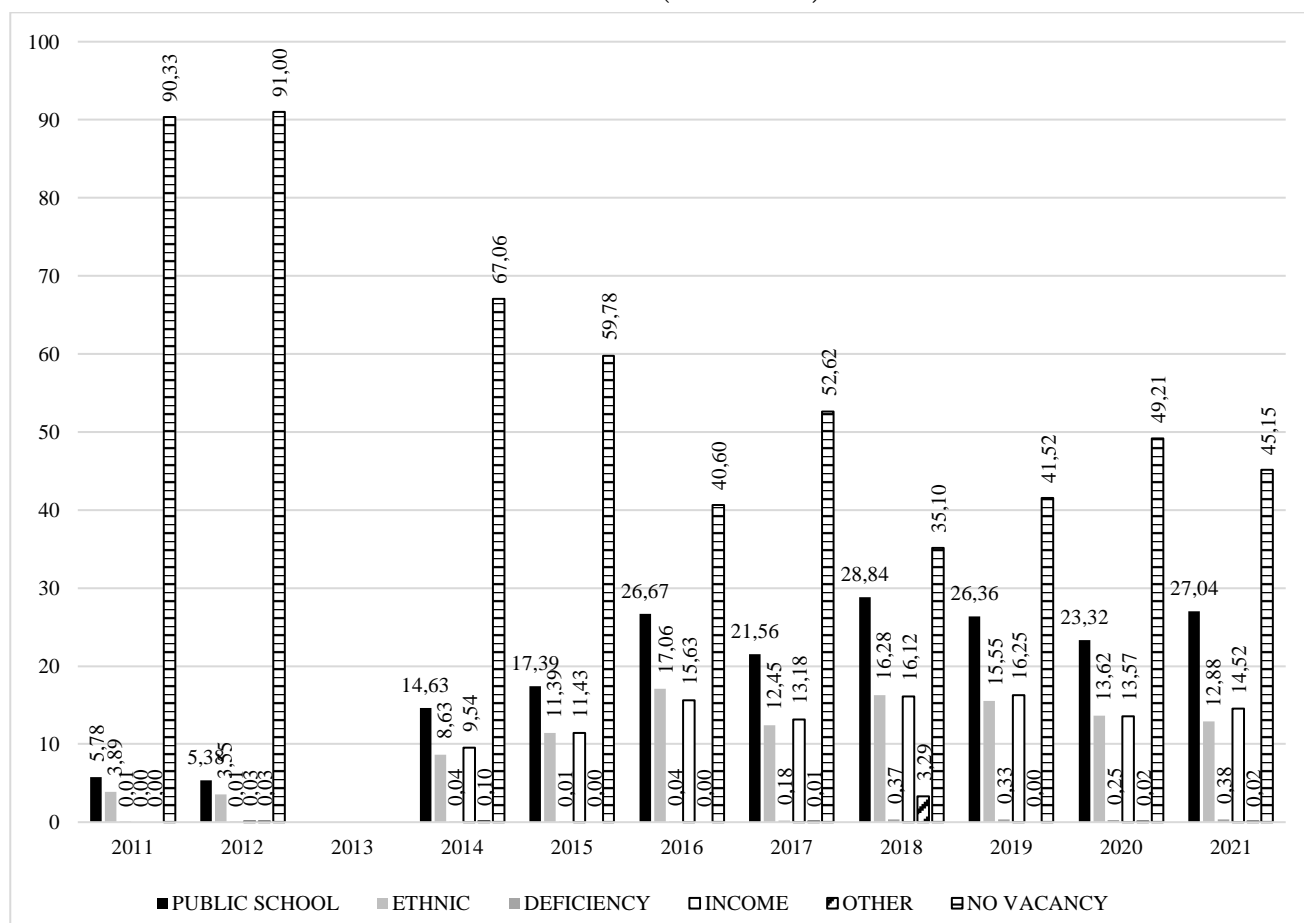
Another important milestone was in 2007, when private HEIs were included in the capital stock market (a process of privatization/commodification of Brazilian higher education), opening themselves up to the formation of large educational groups of investors, which tends to form oligopolies (a small number of large companies operating in a market segment), which will come to control the country's higher education market (Chaves, 2010).

Regarding the public network, what we see, according to Silva Junior; Lucena; Ferreira (2011, p. 846), is that it has suffered from educational reforms, whether in “the structure of education, access,

labor relations, academic productivity, the approximation of capital (public-private partnerships and induction of applied research) alongside mass certification” in addition to being transformed into agencies that implement state policies.

As shown previously, the largest number of entrants to undergraduate courses in Minas Gerais are in private institutions and, when we analyze the entry into the public network, it becomes important to identify the form of entry through the vacancy reservation system, as shown in Graph 5.

Graph 5: Percentage of entrants to undergraduate courses in the state of Minas Gerais due to vacancy reservations (2011 - 2021)



Source: INEP (2011-2021). Prepared by the authors.

Since 2012, Law 12.711, known as the Quota Law, has promoted affirmative action in HEIs by defining parameters for reserving places for access to this level of education. However, it is important to note that some HEIs already had, even before this approval, their affirmative action programs for access to their courses and, also, that, despite being positive, the Quota Law must be accompanied by measures that enable quota holders to complete their courses. As Cordeiro (2010) points out,

It is known that the permanence of these students depends on the combination of social, economic and pedagogical aspects. Therefore, it is not enough to have scholarships or other forms of financial assistance, if the learning environment offers exclusionary situations. Exclusion can be present daily in the speech, gestures and expressions of the teacher, colleagues and others involved in the academic environment. It can be included symbolically in the assessment of learning and even in the democratic discourse made by many to cover up the negative or discriminatory representations it has [...] (Cordeiro, 2010, p. 90).

The Quota Law promoted positive changes in universities, since it provided those who were socially excluded due to racial and ethnic issues with the right and opportunity to pursue a higher education course. These are young people who live in unfavorable socioeconomic conditions, who had a deficient basic education and, therefore, are unable to compete fairly and equally with those who, due to favorable social and economic conditions, enjoyed quality education throughout their education.

Studies such as Matta (2014) show that, in some cases, the demand for admission through the quota system is greater in courses with a higher candidate/place ratio, since in courses with a low candidate/place ratio, there is little demand for quotas, since candidates do not need them to be approved.

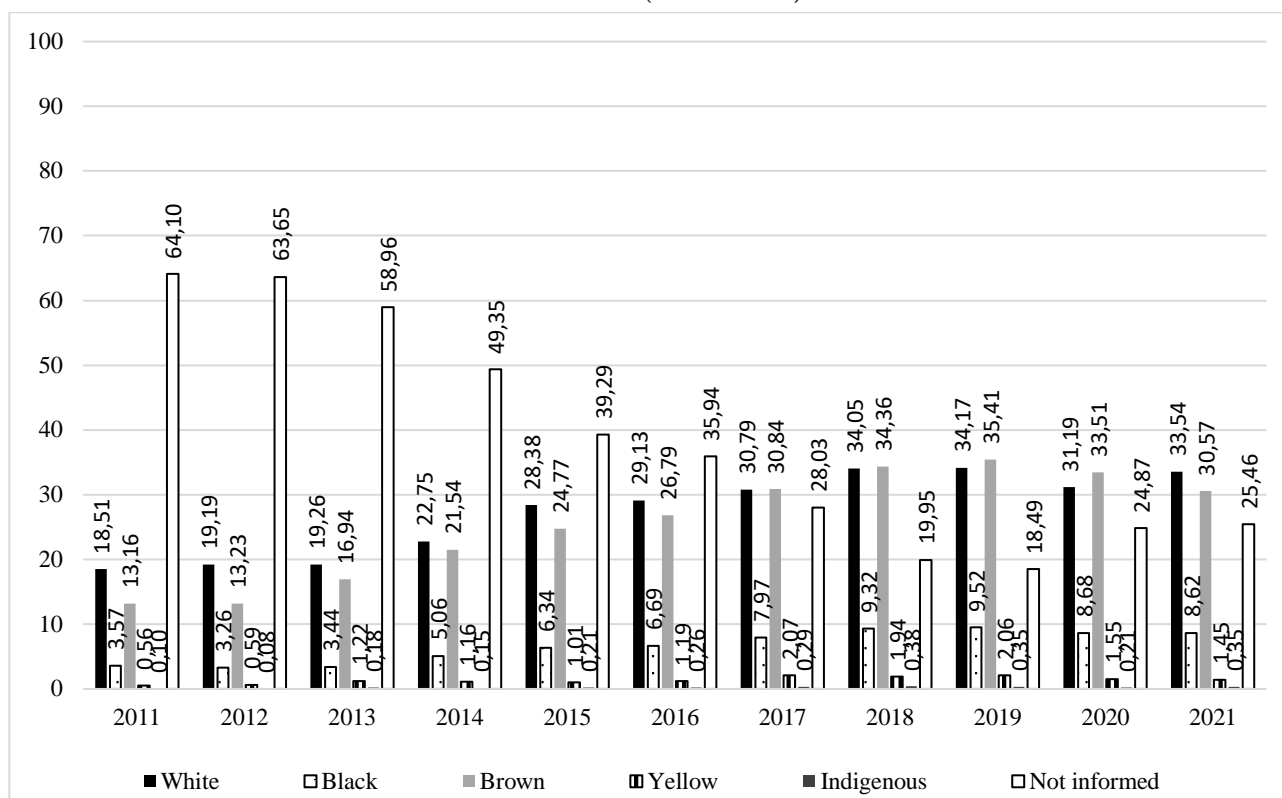
According to Nonato (2018), the decision to pursue higher education is often shaped more by social conditioning than by personal vocation. Factors such as social background, race, and gender play significant roles in the educational journeys of youth aspiring to enter higher education. These choices are influenced by individuals' perceptions of what is most suitable for their social standing and educational pathways, even if these considerations are not fully conscious. Cordeiro (2010) notes that indigenous individuals seek higher education to gain knowledge and develop leaders who advocate for their communities, while Black individuals view completing a higher education program as a means of personal advancement and boosted self-esteem. As Cordeiro (2010, p. 87) states, “when excluded from higher education due to factors such as dropout rates, repetition, financial constraints, or discrimination, Black and indigenous individuals find themselves once again on the margins of knowledge and, consequently, of opportunities for social, political, and economic advancement.” Additionally, students benefiting from quotas, as stipulated by law, often come from public schools, which can present challenges in grasping the scientific knowledge required during higher education.

Also, according to the author, the university

[...] it is constituted as an ideological apparatus, a symbolic reality, an institution whose action is permeated by a discourse. It is through it that the ideology of social classes is arbitrarily reproduced as truth, supporting, for example, the discourse of meritocracy and miscegenation in Brazilian society. The transformations of society and the lives of those who throughout history have remained excluded from the knowledge and opportunities offered by this same society will only occur through the participation of these segments in the instances of construction, distribution and use of technical-scientific knowledge. To this end, it is necessary that they have access and the means to remain in the academic environment, since this is where much of this process called learning takes place (Cordeiro, 2010, p. 89).

It is important to relate the previous discussion to the percentage of entrants by race/color shown in Graph 6.

Graph 6: Percentage of new students to undergraduate courses in the state of Minas Gerais by race/color (2011 - 2021)



Source: INEP (2011-2021). Prepared by the authors.

Graph 6 shows a high percentage of new students who did not declare their color or race, which leads us to conduct a more qualitative analysis of this data. This information is important for outlining strategies for Brazilian Higher Education, and the lack thereof can hinder the formulation, monitoring, and evaluation of public policies and educational programs.

Studies conducted by Senkevics (2018) and Artes and Ricoldi (2015) point to weaknesses/deficiencies in the collection of this data, but also present us with the statement that inequalities in access to Higher Education when considering the “race/color” variable are still very strong.

As shown in Graph 6, there is a significant discrepancy between the percentage of white and Black students entering teacher education programs in Minas Gerais.

According to Graph 6, there is a huge discrepancy between the percentage of white and black students enrolled in undergraduate courses in Minas Gerais.

According to Nierotka and Trevisol (2016, p. 26), Brazilian universities are color-based, but despite Brazil being a country with a black majority, the HEIs have been occupied by the white elite, within which social and economic inequalities are expressed, reproduced and socially legitimized. Throughout its history, in sociological terms, it “opened itself to welcome the rich and the white, mostly descendants of Europeans, and closed its doors to indigenous people and descendants of Africans, subjecting them to slavery for many centuries and to illiteracy”.

Structural racism is perceived as a mark of Brazilian society since

Racism is not only on the plane of consciousness – its structure is intrinsic to the unconscious. It transcends the institutional sphere, as it is in the essence of society and, thus, is appropriate to

maintain, reproduce and recreate inequalities and privileges, revealing itself as a mechanism placed to perpetuate the current state of things (Bersani, 2017, p. 381).

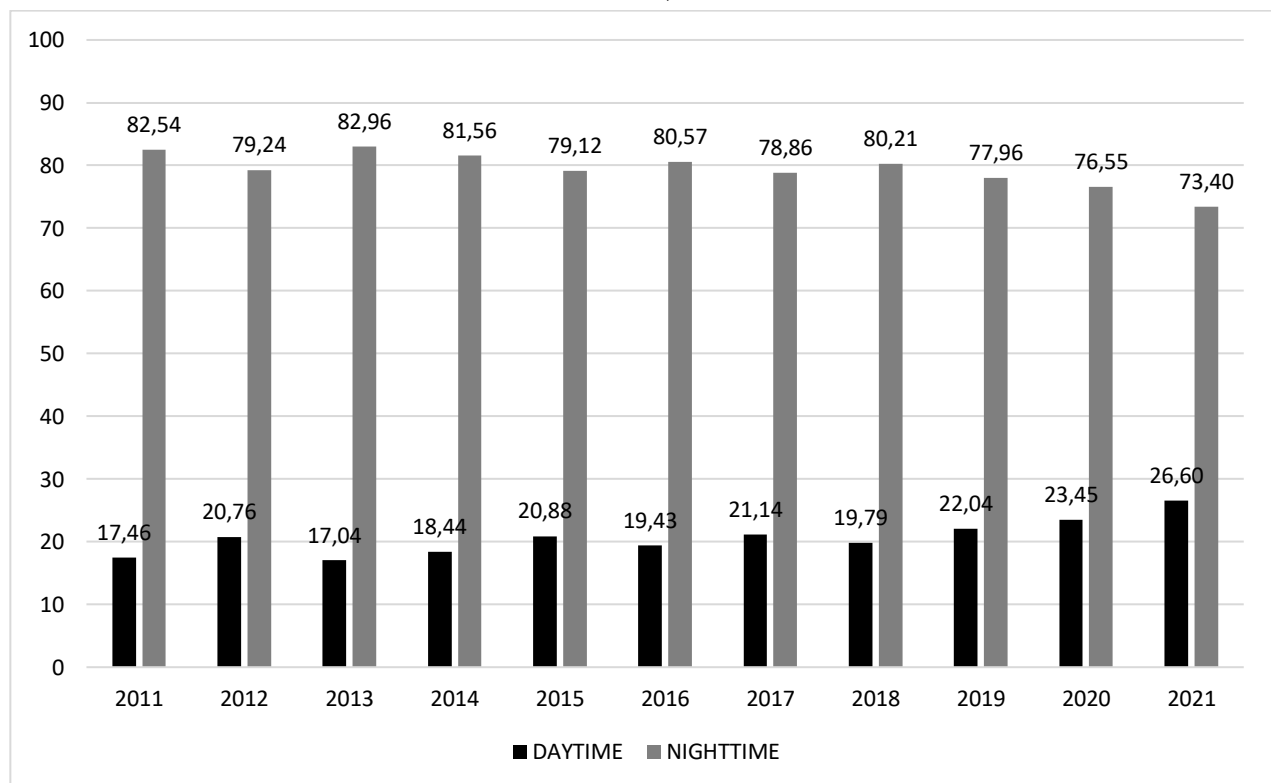
According to Sotero and Tourinho (2021)

Affirmative actions must be policies of social transformation, allowing the reality of the black population to be changed so that they can reach spaces that were previously restricted to the white population. Furthermore, affirmative actions must be based on the promotion of student retention policies, to value black identity and recognize the racial inequality that Brazil faces, to end racism and the necropolitical effects in Brazilian society (Sotero; Tourinho, 2021, p. 9).

Oliveira (2019) analyzed the admission of black women to undergraduate courses at the Federal University of Uberlândia in the state of Minas Gerais, from the first semester of 2013 to 2017, and concluded that the Quota Law played a fundamental role in guaranteeing access for the working class, particularly women, to this stage of formal education, although he notes that structural change will depend on improving these initiatives and improving the socioeconomic conditions of the black population, particularly black women. It is worth emphasizing that education must be an instrument of transformation within universities, a means of reducing hate speech and racial discrimination in the areas of teaching, research, and extension, which are pillars of higher education in Brazil (Sotero; Tourinho, 2021).

Another important variable to be analyzed in order to outline the profile of new students in undergraduate courses in Minas Gerais is the shift in which they enroll. Graph 7 shows, throughout the period, a prevalence of new students in the evening shift, reaching a difference of four times more between some years.

Graph 7: Percentage of entrants to undergraduate courses in the state of Minas Gerais by shift (2011 - 2021)



Source: INEP (2011-2021) Prepared by the authors.

The history of Brazilian education shows that night-time education has always been aimed at the underprivileged classes and marked by the struggle of the working class for access to formal education. Night-time schools were born in the Brazilian Empire and, at that time, were intended for the education of illiterate adults. During the Old Republic (1889-1930), the demand for young and adult workers who needed training to meet the growing demand for industrialization in the country increased. The 1950s were marked by demands from the working class for access to secondary school, which pressured the opening of night-time vacancies. The 1960s marked the struggle for access to higher education, leading to the opening of colleges in the evening period, mainly in the private sector, marking once again the struggle of workers for access to education (Terribili Filho, 2009).

Research presented by Terribili Filho (2009) indicates that more than 80%, on average, of students enrolled in night classes are workers. They are individuals who already have a job and seek, by completing higher education, a better position in the job market or a promotion in their career.

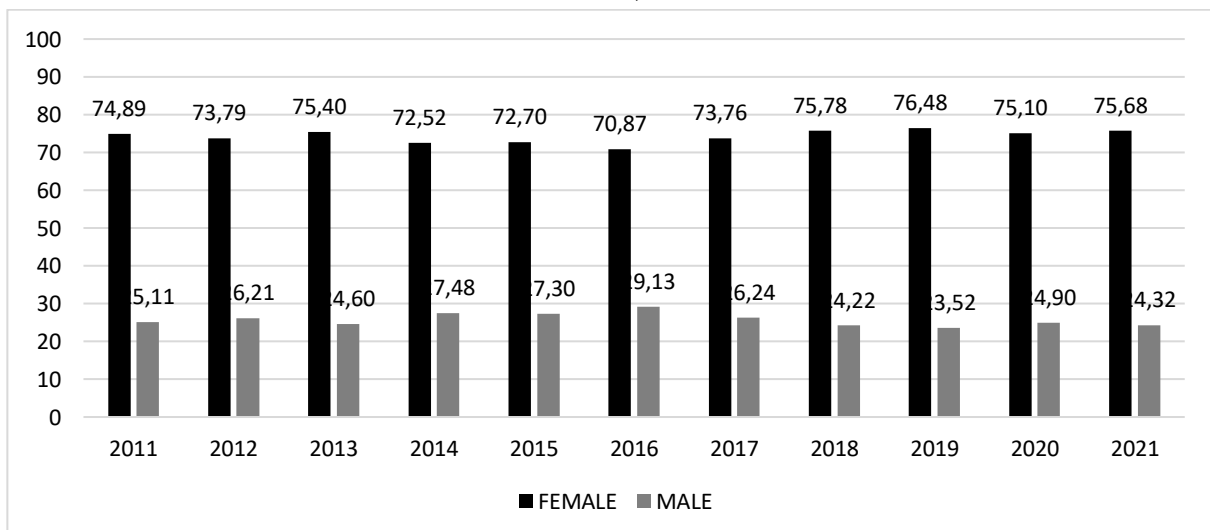
It is important to consider the problem of being a student and a worker when discussing the arrival of the working class in higher education. Most student-workers do not have the option of only studying, which makes giving up work unthinkable because they need the salary to attend higher education, even if they are students at public universities (Giotto, 2017).

Furthermore, it is important to consider that work does not allow for exclusive dedication to academic activities, and participation in research and extension activities and internships, and complementary activities is rarely available to these students. Therefore, their space within Higher Education is restricted to the classroom, which ends up harming their education.

Women's access to Higher Education was something that took a long time to happen in Brazil and even today, there is discrimination regarding their entry into some areas of knowledge or courses. It is common to hear the statement that undergraduate courses are for women and that courses in the exact sciences are more "suitable" for men. Over the years, women have shown that this is changing and that it is perfectly possible for them to occupy any area (Backes; Thomaz; Silva, 2016).

However, even today, according to Carvalhaes and Ribeiro (2019) and the data presented in Graph 8, undergraduate degrees are clearly more female-dominated courses.

Graph 8: Percentage of entrants to undergraduate courses in the state of Minas Gerais by sex (2011 - 2021)



Source: INEP (2011-2021) Prepared by the authors.

It was only at the end of the 19th century that Brazilian women were allowed to attend higher education, a right granted by D. Pedro II in 1879 (Ferreira, 2010). Almost 150 years later, women have been gaining ground in higher education, but prejudices still exist, and much remains to be achieved.

The number of women entering higher education is large, often exceeding the number of men, but there is still a segregation of women in some areas. This concerns not only political and historical issues, but also gender relations that are historically and socially produced (Backes; Thomaz; Silva, 2016).

Backes, Thomaz, and Silva (2016) and Souza, Passos, and Ferreira (2019) agree that socially defined roles contribute to this sexist division. Teaching has taken on a stereotype that associates women with maternal and caring instincts or with attributes such as sweetness and generosity, making this profession a feminine brand. Teachers were (or still are) considered true mothers who, in addition to teaching, must educate and dedicate themselves to teaching.

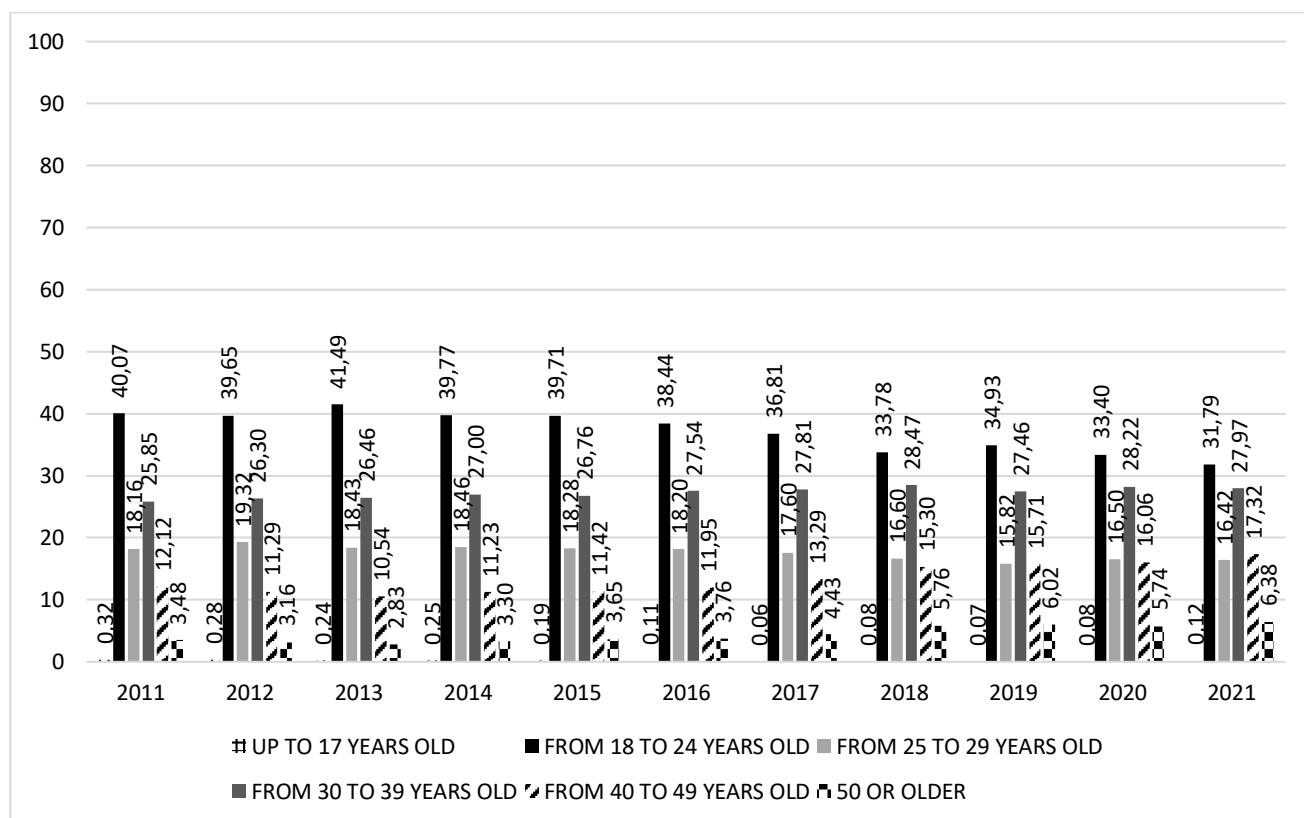
Undergraduate courses are considered to have low prestige, with little appreciation in the job market and with the lowest salaries. They are markedly occupied by a majority of black people and women, while in the high-prestige courses, white people and men are predominant, which contributes to the perpetuation of the inequalities that characterize Brazil (Souza; Passos; Ferreira, 2019).

Research conducted by Flontino (2016) shows that women who enrolled in courses that were predominantly taught by men come from families with greater cultural and economic capital, their entire school life was spent in private schools, and they were certain from an early age that they would pursue a higher education course. Furthermore, 16.67% of women enrolled in the courses covered by this research report experiencing discrimination from male teachers and colleagues, and believe that they will have to make a greater effort to compete with their male colleagues and prove that they are as competent as they are. Another relevant aspect highlighted by women is their pride in being in such a selective and difficult field for women.

Gender differences can translate into differences in prestige, whether in careers or in the choice of higher education institutions. Women occupy spaces of lesser academic prestige, which reflects a social dimension that is unequally undervalued based on different social markers (Ferreira; Carvalho; Vannuchi, 2022). Therefore, it is important to observe the number of women present in higher education, where they are and how they are doing in order to “measure the distribution of prestige between professions/courses, in a partial cut of what happens in other social spaces such as the job market, political-party participation, among other dimensions” (Artes; Ricoldi, 2016, p. 91).

Another variable that is necessary to compose the profile of entrants to undergraduate courses in the state of Minas Gerais is the age group, shown in Graph 9.

Graph 9: Percentage of new students to undergraduate courses in the state of Minas Gerais by age group* (2011 - 2021)



* For better visualization of the data, the age groups “30 to 34 years” and “35 to 39 years” were grouped in the age group “30 to 39 years” and the data from the age groups “50 to 59 years” and “Over 50” were grouped in the age group “50 years or older”

Source: INEP (2011-2021) Prepared by the authors.

In Brazil, Goal 12 of the National Education Plan (PNE – Law 1072/2001) foresees that the number of young people aged 18 to 24 enrolled in Higher Education should be 30% by 2010. According to Chart 9, Minas Gerais has been meeting this goal since 2011, considering undergraduate courses.

Achieving this goal is not an easy task, since it is a major challenge that does not depend only on increasing the supply of public places or financing in the private sector; school delay is also a restriction on young people's access to higher education. Andrade (2012) reports that in 2009,

21% of young people aged 18 to 24 had not even completed elementary school, and another 27%, despite having completed elementary school, did not enter high school, or entered but did not complete it. These contingents together represent practically half of young people (48%), who, under these conditions, do not have the formal educational requirements to enter higher education. In absolute numbers, this amounts to more than 10 million young people. We have another 33% of the total number of young people in this age group who completed high school, but did not enter higher education. And finally, only 19% had access to higher education, according to data from the 2009 PNAD. In absolute numbers, there are 7.5 million young people who completed high school as the highest level of education and another 4.4 million who entered higher education (Andrade, 2012, p. 19).

High school has always been much debated throughout Brazilian educational history and, at this particular moment, it gains prominence due to the approval of the so-called “New High School” through Law No. 13,415/2017 and the BNCC for high school. For Taffarel and Beltrão (2019), the BNCC will contribute to the emptying of knowledge and, consequently, of the school education of young people. The proposal for training by area of concentration or professional training specializes the training process to the point of making it poor and limited. Professional training in a short time will tend to be focused on simple work with low added value, that is, the proposal of the New High School tends “to promote early specialization on a precarious/reduced basis (general training), in other words, they point to a radicalized unilateral training” (Taffarel; Beltrão, 2019, p. 110). Therefore, this precarious education tends to contribute as yet another obstacle for young people from the working classes to access Higher Education.

Other analyses are important when considering this age group. At this point in life, it is common for young people to wonder about their future, wondering which path to take, whether they should enter the job market or continue their studies, which are crucial questions, especially for young people from the most disadvantaged sectors of society. According to Souza and Vazquez (2015), these young people have low expectations of continuing their studies and high expectations regarding entering the job market, since work is a necessity, which would prevent or hinder the completion of a higher education course, either due to the impossibility of balancing work and study or difficulties in entering the public school system or even paying tuition fees in the private school system. Thus, most of these young people would not plan to pursue higher education, but rather technical education or even abandon their studies.

Research conducted by Fagiani (2019) based on data from INEP, in the period 1990-2014, involving the distribution and evolution of student enrollments in different types of education and in the public and private networks, concluded that social and economic inequality is maintained and reproduced by directing young workers towards vocational courses and, consequently, towards more precarious forms of employment in the labor market. For the author, the neoliberal educational policies that mark the period analyzed deepen, on new bases, a dual school education to maintain the deeply unequal social class structure in the country.

FINAL CONSIDERATIONS

School education is a formative instance of social subjects in the technical and cultural dimensions and is not separated from the processes of productive restructuring under the aegis of capital. In the neoliberal and digital era, a new teaching professionalism for basic education is being established. Understanding who the professionals of teaching for basic education is and how it is trained, particularly in the state of Minas Gerais, in the period 2011-2021, was the main objective of the article.

We can conclude that the profile of most individuals entering undergraduate courses in Minas Gerais is young people between the ages of 18 and 24, women, who declare to be brown and come from public basic education. Most of them are enrolled in distance learning courses (EAD) and in private higher education institutions.

When comparing the years, there was little or no change in data over the period used as a cross-section in this study, which demonstrates stability about the profile of those who enroll in these courses.

The low demand for these courses is striking in this study, which demonstrates the lack of attractiveness they offer. This is just one of the cross-sections that highlight the devaluation of the teaching profession in basic education, which is already so precarious in aspects such as remuneration, misuse of functions, working hours, processes of intensification of work with accumulation of functions and increasingly unstable labor relations, under outsourced contracts and with reduction of rights.

The challenge is to consider the future of undergraduate courses, not only in the state of Minas Gerais, but throughout Brazil. This is an important area of training that will place those responsible for the education of children and young people aged three to seventeen, who are mostly enrolled in the public school system, in the job market. Therefore, the discussion of this topic must be broad and involve not only the teaching profession and the government, but also society in general. The much-touted valorization of the teaching profession in basic education is not dissociated from the social markers that structure bourgeois society. On the contrary, it is intersected with the dimensions of class and gender, race/ethnicity, as can be inferred from the research data.

Finally, it is recommended that this study be expanded both in the qualitative field, giving voice to these subjects, and in the quantitative field, extending the study nationwide.

REFERENCES

- ANDRADE, Cibele Yahn de. Acesso ao ensino superior no Brasil: equidade e desigualdade social. *Revista Ensino Superior Unicamp*. n. 6, jul. 2012. Disponível em: https://www.revistaensinosuperior.gr.unicamp.br/edicoes/ed06_julho2012/Cibele_Yahn.pdf Acesso em: 23 maio 2023.
- ARTES, Amélia; RICOLDI, Arlene Martinez. Acesso de negros no ensino superior: o que mudou entre 2000 e 2010. *Cadernos de Pesquisa*, v. 45, n. 158, p. 858-881, 2015. Disponível em: <https://www.scielo.br/j/cp/a/ttVNfkLTtGXpmB8JDFcdnD/?lang=pt#> Acesso em: 28 mar. 2024.
- ARTES, Amélia; RICOLDI, Arlene Martinez. Mulheres e as carreiras de prestígio no ensino superior brasileiro: o não lugar feminino. In: ITABORAÍ, Nathalie Reis; RICOLDI, Arlene Martinez (Org.). *Até onde caminhou a revolução de gênero no Brasil?: implicações demográficas e questões sociais*. Belo Horizonte: ABEP, 2016, p. 81-94. Disponível em: <http://www.abep.org.br/publicacoes/index.php/ebook/issue/view/40> Acesso em: 02 maio 2023.
- BACKES, Vanessa Ferreira; THOMAZ, Jean Rodrigo; SILVA, Fabiane Ferreira da. Mulheres docentes no ensino superior: problematizando questões de gênero na Universidade Federal do Pampa. *Cadernos de Educação, Tecnologia e Sociedade*, v. 9, n. 2, p. 166-181, 2016. Disponível em: <https://brajets.com/v3/index.php/brajets/article/view/354> Acesso em: 01 jun. 2023.
- BRASIL. *Lei nº 9394 de 20 de dezembro de 1996*. Estabelece as Diretrizes e Bases da Educação Nacional. Brasília, 1996.
- BRAVERMAN, Harry. *Trabalho e Capital Monopolista*. Rio de Janeiro: Zahar, 1981.
- BERSANI, Humberto. Racismo estrutural e o direito à educação. *Revista Educação em Perspectiva*, v.8, n.3, p.380-397, set./dez. 2017. Disponível em: <https://doi.org/10.22294/eduper/ppge/ufv.v8i3.892> Acesso em: 06 maio 2023.

CARVALHAES, Flavio; RIBEIRO, Carlos Antônio Costa. Estratificação horizontal da educação superior no Brasil. *Tempo Social: revista de sociologia da USP*, v. 31, n. 1, p. 195-233, 2019. Disponível em: <https://doi.org/10.11606/0103-2070.ts.2019.135035> Acesso em: 02 maio 2023.

CHAVES, Vera Lúcia Jacob. Expansão da privatização/mercantilização do ensino superior brasileiro: a formação dos oligopólios. *Educação e Sociedade*, v. 31, n. 111, p. 481-500, 2010. Disponível em: <https://doi.org/10.1590/S0101-73302010000200010> Acesso em: 15 maio 2023.

CORDEIRO, Maria José de Jesus Alves. Ações afirmativas: políticas de acesso e permanência nas instituições de ensino superior. *Política & Trabalho: Revista de Ciências Sociais*, n. 33, p. 97-115, 2010. Disponível em: <https://flacso.redelivre.org.br/files/2012/07/361.pdf#page=86>. Acesso em: 16 maio 2023.

FAGIANI, Cílson César. *Brasil e Portugal: qual a formação do jovem trabalhador para o século XXI?* Uberlândia: Navegando, 2019.

FERREIRA, Nathalia Bezerra da S. Mulher e Universidade: a longa e difícil luta contra a invisibilidade. In: CONFERÊNCIA INTERNACIONAL SOBRE OS SETE SABERES NECESSÁRIO À EDUCAÇÃO, Fortaleza. Anais. Fortaleza: Universidade Católica de Brasília e Universidade Estadual do Ceará, 2010. Disponível em: <https://dspace.sistemas.mpb.mp.br/handle/123456789/806>. Acesso em: 24 maio 2023.

FERREIRA, Rafaela Maria e Silva; CARVALHO, Maria Eulina Pessoa de; VANNUCHI, Maria Lúcia. Gênero nas representações sociais de estudantes de pedagogia sobre identidade profissional e trabalho pedagógico. *Caderno Espaço Feminino*, v.35, n.1, p.221-246, 2022. Disponível em: <https://doi.org/10.14393/CEF-v35n1-2022-12> Acesso em: 12 jun. 2022.

FLONTINO, Sandra Regina Dantas. Conhecimento e inclusão social profissão para homem? *A escolha feminina por cursos de recrutamento majoritariamente masculino na UFMG*. Dissertação (Mestrado em Educação). Belo Horizonte: Universidade Federal de Minas Gerais, 2016. Disponível em: <https://repositorio.ufmg.br/handle/1843/BUOS-ARRHWD>. Acesso em: 10 jun. 2023.

GATTI, Bernardete Angelina. Educação, escola e formação de professores: políticas e impasses. *Educar em Revista*, n. 50, p. 51-67, 2013. Disponível em: <http://www.scielo.br/pdf/er/n50/n50a05.pdf>. Acesso em: 15 fev. 2022.

GATTI, Bernardete A. A formação inicial de professores para a educação básica: as licenciaturas. *Revista USP*, n. 100, 2014. Disponível em: <https://doi.org/10.11606/issn.2316-9036.v0i100p33-46> Acesso em: 02 maio 2023.

GATTI, Bernardete Angelina *et al.* *Professores do Brasil: novos cenários de formação*. Brasília: UNESCO, 2019.

GIROTTI, Eduardo Donizeti. A classe trabalhadora vai a universidade: análise das implicações político-pedagógicas a partir dos dados do departamento de geografia. *Revista da Associação Nacional de Pós-graduação e Pesquisa em Geografia (Anpege)*, v. 13, n. 20, p. 209-235, 2017. Disponível em: <https://doi.org/10.5418/RA2017.1320.0010> Acesso em: 15 jun. 2023.

GOMES, Sandra. Padrões partidários das mudanças e continuidades na educação superior no Brasil: elitização versus massificação do acesso. In: 46. ENCONTRO ANUAL DA ANPOCS, 2022, Campinas. Anais. Campinas: UNICAMP, 2022. p. 1-29. Disponível em: file:///C:/Users/maluf/Downloads/Paper%20ST%2022%20SGomes%20Anpocs%202022_Enviado.pdf. Acesso em: 01 abr. 2024.

HILL, Christopher. *O século das revoluções: 1603-1714*. São Paulo: UNESP, 2012.

HYPOLITO, Álvaro Luiz M. Trabalho docente e o novo Plano Nacional de Educação: valorização, formação e condições de trabalho. *Cadernos Cedes*, v. 35, n. 97, p. 517-534, 2015. Disponível em: <https://www.scielo.br/j/ccedes/a/MBxtWzyDKPxxw8N3LL9f74pM/?lang=pt>. Acesso em: 10 jul. 2023.

INSTITUTO NACIONAL DE ESTUDOS E PESQUISAS EDUCACIONAIS ANÍSIO TEIXEIRA (INEP). *Censo Escolar*. Brasília: MEC, 2022. Disponível em: <https://www.gov.br/inep/pt-br/areas-de-atuacao/pesquisas-estatisticas-e-indicadores/censo-da-educacao-superior>. Acesso em: 10 dez. 2022.

JACOMINI, Márcia Aparecida; PENNA, Marieta Gouvêa de Oliveira. Carreira Docente e Valorização do Magistério: condições de trabalho e desenvolvimento profissional. *Pro-Posições*, n. 27, n. 2, 2016. Disponível em: <https://doi.org/10.1590/1980-6248-2015-0022>. Acesso em: 14 abr. 2022.

KOSIK, Karel. *Dialética do concreto*. 2. ed., São Paulo: Paz e Terra, 1976.

MACIEL, Rosana Mendes; PREVITALI, Fabiane Santana. Impacto das Políticas Públicas do Trabalhador da Educação na Rede Estadual de Ensino de Patos de Minas/MG em 2011. *Revista Labor*. v. 1, n. 6. p. 326-343, 2011. Disponível em: <https://doi.org/10.29148/labor.v1i6.9305>. Acesso em: 20 de jan. 2022.

MATTA, Ludmila Gonçalves. Por que o Brasil precisa das cotas? Uma análise do ingresso de estudantes cotistas na Universidade Estadual do Norte Fluminense/UENF. *Vértices*, v. 16, n. 2, p. 169-187, maio/ago. 2014. Disponível em: <https://editoraessentia.iff.edu.br/index.php/vertices/article/view/1809-2667.20140025>. Acesso em: 02 jul. 2023.

MINAYO, Maria Cecília de Souza. *O desafio do conhecimento científico: pesquisa qualitativa em saúde*. 2. ed. São Paulo: Hucitec-Abrasco, 1994.

MORAES, Haroldo Barros; ARAÚJO, José Carlos Sousa. Cursos de licenciatura na modalidade da EAD nas IES públicas e privadas (2015-2019): número de matrículas e de polos. *Revista Profissão Docente*, v. 21, n. 46, p. 01-13, 2021. Disponível em: <https://doi.org/10.31496/rpd.v21i46.1417>. Acesso em: 10 jun. 2023.

NASCIMENTO, Antônio Dias. HETKOWSKI, Tânia Maria. *Memória e formação de professores*. Salvador: EDUFBA, 2007.

NIEROTKA, Rosileia Lucia; TREVISOL, Joviles Vitório. Os jovens das camadas populares na universidade pública: acesso e permanência. *Revista Katálisis*, v. 19, n. 1, p. 22-32, 2016. Disponível em: <https://doi.org/10.1590/1414-49802016.00100003>. Acesso em: 02 maio 2023.

NONATO, Bréscia França. *Lei de cotas e Sisu: análise dos processos de escolha dos cursos superiores e do perfil dos estudantes da UFMG antes e após as mudanças na forma de acesso às instituições federais*. Tese (Doutorado em Educação). Belo Horizonte: Universidade Federal de Minas Gerais, 2018. Disponível em: <https://repositorio.ufmg.br/handle/1843/BUOS-B5TGB6>. Acesso em: 02 maio 2023.

OLIVEIRA, Dalila Andrade. A reestruturação da profissão docente no contexto da Nova Gestão Pública na América Latina. *Revista da FAEBA*, v. 27, n. 53, p. 43-59, 2018. Disponível em: <https://doi.org/10.21879/faceba2358-0194.2018.v27.n53.p43-59>. Acesso em: 20 fev. 2023.

OLIVEIRA, Maura Ferreira Santos. *Trabalho e educação: a participação das mulheres negras nos cursos de graduação da Universidade Federal de Uberlândia a partir da Lei de Cotas nº 12.711/2012*. Dissertação (Mestrado em Educação), Uberlândia: Universidade Federal de Uberlândia, 2019. Disponível em: <http://doi.org/10.14393/ufu.di.2019.2495>. Acesso em: 10 fev. 2022.

PREVITALI, Fabiane Santana; FAGIANI, Cílson César. Trabalho Precário e Precarização Docente na Educação Básica no Brasil na Atual Fase da Acumulação do Capital. *Revista Eletrônica da Divisão de Formação Docente*, v.5, n. 2, 2. 2018. Disponível em: <https://seer.ufu.br/index.php/diversapratica/article/view/51352/27281> Acesso em: 10 jul. 2023.

PREVITALI, Fabiane Santana; FAGIANI, Cílson César. Trabalho Digital e Educação no Brasil. In: Ricardo Antunes (Org). *Uberização, Trabalho Digital e Indústria 4.0*. São Paulo: Boitempo, 2020, v. 1, p. 217-236.

PREVITALI, Fabiane Santana; FAGIANI, Cílson César. A Educação Básica sob a Pandemia COVID-19 no Brasil e a Educação que convém ao Capital. *Revista Trabalho, Política e Sociedade*, v. 6, n. 11, p. 499-518, 2021. Disponível em: <https://costalima.ufrrj.br/index.php/RTPS/article/view/907> Acesso em: 10 jan. 2022.

SANTOS, Catarina de Almeida. Educação Superior a Distância no Brasil: democratização da oferta ou expansão do mercado. *Revista Brasileira de Política e Administração da Educação*, v. 34, n. 1, p. 167-188, 2018. <https://doi.org/10.21573/vol34n12018.82470> Acesso em: 02 maio 2023.

SAVIANI, Demerval. Trabalho e educação: fundamentos ontológicos e históricos. *Revista Brasileira de Educação*. v.12, n. 34, p. 152-180, 2007. Disponível em: <https://www.scielo.br/j/rbedu/a/wBnPGNkvstzMTLYkmXdrkWP/?format=pdf> Acesso em: 08 fev. 2022.

SAVIANI, Demerval. Formação de professores: aspectos históricos e teóricos do problema no contexto brasileiro. *Revista Brasileira de Educação*. v.14, n. 40, p. 143-155, 2009. Disponível em: <https://doi.org/10.1590/S1413-24782009000100012> Acesso em: 08 fev. 2022.

SAVIANI, Demerval. Entrevista. [Entrevista concedida a Neide da Silveira Duarte de Matos]. *Psicologia escolar e educacional*. São Paulo, v. 19, n. 3, p. 613-620, dez. 2015.

SCHEIBE, Leda. Valorização e formação dos professores para a educação básica: questões desafiadoras para um novo plano nacional de educação. *Educação e Sociedade*, v. 31, n. 112, p. 981-1000, 2010. Disponível em: <https://doi.org/10.1590/S0101-73302010000300017> Acesso em: 10 jun. 2023.

SENKEVICS, Adriano Souza. Contra o silêncio racial nos dados universitários: desafios e propostas acerca da Lei de Cotas. *Educação e Pesquisa*, v. 44, 2018. Disponível em: <https://doi.org/10.1590/S1678-4634201844182839> Acesso em: 28 mar. 2024.

SILVA JÚNIOR, João dos Reis; LUCENA, Carlos; FERREIRA, Luciana Rodrigues. As relações entre o ensino médio e a educação superior no Brasil: profissionalização e privatização. *Educação e Sociedade*, v. 32, n. 116, p. 839-856, 2011. Disponível em: <https://doi.org/10.1590/S0101-73302011000300012> Acesso em: 02 maio 2023.

SILVA JÚNIOR, João dos Reis. *Reforma do Estado e da educação no Brasil de FHC*. São Paulo: Xamã, 2002.

SOBRINHO, Djamiro Ferreira Acipreste; NASCIMENTO, Emanuelle Lourenço do; SOUSA, Andréia da Silva Quintanilha. As desregulamentações no período Temer/Bolsonaro na modalidade EaD e

bacharelado em Direito. *Revista Educação e Políticas em Debate*, v. 12, n. 2, p. 795-814, 2023. Disponível em: <https://doi.org/10.14393/REPOD-v12n2a2023-69408> Acesso em: 10 jun. 2023.

SOTERO, Ana Paula da Silva; TOURINHO, Luciano de Oliveira Souza. Racismo estrutural e seus efeitos necropolíticos no ensino superior: a aplicação da justiça restaurativa como instrumento de efetividade da educação igualitária e da justiça sociorracial. *Dialogia*, n. 38, p. 1-21, 2021. Disponível em: <https://doi.org/10.5585/38.2021.20454> Acesso em: 10 jun. 2023.

SOUZA, Davisson Charles Cangussu; VAZQUEZ, Daniel Arias. Expectativas de jovens do ensino médio público em relação ao estudo e ao trabalho. *Educação e Pesquisa*, n. 41, v.2, p. 409-426, abr./jun. 2015. Disponível em: <https://doi.org/10.1590/S1517-97022015041789> Acesso em: 02 maio 2023.

SOUZA, Lorena; PASSOS, Luana; FERREIRA, Rosilda. Segregação no ensino superior no Brasil: um estudo do perfil de estudantes ingressos em cursos de elite e cursos de licenciatura. In: 9ª JORNADA INTERNACIONAL DE POLÍTICAS PÚBLICAS, 2019, São Luís. Anais. São Luís: Universidade Federal do Maranhão, 2019. Disponível em: http://www.joinpp.ufma.br/jornadas/joinpp2019/images/trabalhos/trabalho_submissaoId_253_2535c86689cbc317.pdf. Acesso em: 10 jun. 2023.

TAFFAREL, Celi Nelza Zulke; BELTRÃO, José Arlen. Destruição de forças produtivas e o rebaixamento da formação da classe trabalhadora: o caso da reforma e da BNCC do ensino médio. *Germinar: Marxismo e Educação em Debate*, v. 11, n. 1, p. 103-115, 2019. Disponível em: <https://doi.org/10.9771/gmed.v11i1.32000> Acesso em: 02 maio 2023.

TARTUCE, Gisela Lobo B. P.; NUNES, Marina M. R.; ALMEIDA, Patrícia Cristina Albieri de. Alunos do ensino médio e atratividade da carreira docente no Brasil. *Cadernos de Pesquisa*, v. 40, n. 140, p. 445-477, 2010. Disponível em: <https://doi.org/10.1590/S0100-15742010000200008> Acesso em: 03 jul. 2023

TERRIBILI FILHO, Armando. Ensino superior noturno no Brasil: história, atores e políticas. *Revista Brasileira de Política e Administração da Educação*, v. 25, n. 1, p. 61-81, 2009. Disponível em: <https://www.seer.ufrgs.br/rbpae/article/view/19327> Acesso em: 10 jun. 2023.

Submitted: 06/21/2022

Preprint: 10/10/2023

Approved: 01/31/2024

AUTHORS' CONTRIBUTION

Author 1 - Data collection, data analysis and writing of the text

Author 2 - Project advisor, participated in data analysis, writing of the text and review of the final draft.

DECLARATION OF CONFLICT OF INTEREST

The authors declare that there is no conflict of interest with this article.

FUNDING

Research conducted with funding from the *Conselho Nacional de Desenvolvimento Científico e Tecnológico* - CNPq/Brazil.