

Perceptions of higher education in Brazil in the first decade of the third millennium

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Abstract: This study aims at reflecting upon the Brazilian higher education situation in a context of deep change regarding the contemporary way of life. This study stems from evidence generated from field research. The expansion of the higher education system in Brazil, for historical, political and economic reasons, has taken place mainly by means of private institutions following logic close to a market one, according to some theoreticians. The general objectives of this paper are to reflect upon the situation of the Brazilian higher education at the end of the first decade of the 21st century and to investigate the advances of the “research is learning itself” (Lucchesi, 2002) paradigm from its conceptual set through an analysis of the official discourse from higher education institutions. This paper aims at verifying whether such discourse has been translating the intention of rendering such paradigm concrete. By means of the analysis of the discourse manifested at advertising messages from the private higher education institutions, this study aims at understanding what they now believe to be the model for teaching and learning capable of meeting the Brazilian youth’s needs. The authors have observed that the relationship between teaching and learning is promised by the private higher education institutions. Therefore, the scope of this study is the persuasive content of the message from the private higher education institutions to conquer new students.

Key words: educational policy; university; research; paradigm; interdisciplinarity

It is crucial to know that knowledge and power imply each other: there is no power relationship without constituting a field of knowledge; likewise, all knowledge constitutes new power relationships. Every moment of power exertion is, at the same time, a place of knowledge formation. (Foucault, 1995, p. XXI)

1. Introduction

Historically speaking, societies establish and maintain institutions necessary to their development, culture preservation and social progress. The university is one of those institutions, a millenary one. From its beginnings in the 12th century, it has been the producer and guardian of knowledge within the church and the state. However, if the institution does not meet society’s expectations, it loses its validity. To justify its presence, the university must belong to the historical moment and produce knowledge which contributed to the condition of the citizens graduating from it, citizens thus inserted in a world enabling them to live with social justice. This historical

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moment determined by a post-modern context, with consequent globalization of knowledge, ideologically sustained by informational capitalism, points at the fact that the university still has not been able to solve the dichotomy between forming the human being for citizenship and/or for the labor market. According to UNESCO,

Higher education has the mission of “educating and forming highly-qualified people, responsible citizens, capable of meeting the needs of all aspects of human activity, offering them relevant qualification, including professional development in which are combined high level theoretical and practical knowledge through courses and programs constantly adapting to the present and future needs of society”. (UNESCO, 1998)

Preservation and innovation have always been present in university’s actions. In the same way, humanity has undergone crises (from Latin “crisis”, meaning growth) and has found its own conditions of permanence. University as a social institution, where the avant-garde thought guiding, criticizing and socializing knowledge is generated, has found solutions to enable its continuity.

The so-called crisis of the university must not be interpreted as loss of power, but rather as multiplication and reinforcement of its power effects by means of a multiform group of intellectuals in which practically all are affected by and refer to it. (Foucault, 1995, p. 9)

The issue of the university as a center of permanent criticism against the system and society it belongs to has been an ideal that turns it usually into the epicenter of crises and thus reflects the movements of society. The university must hold a critical function and oppose the current mentality, instituted power and the status quo. In relation to this, Derrida (2003, p. 17) questioned the current and future possibility of the university’s “unconditional independence”. When post-modernity deconstructs the concept of “sovereignty”, as in the national states, according to him, the university needs “not only a principle of resistance, but also a power of resistance”, for this deconstruction “not to compromise, or overdo so, the university’s claim to independence”.

The questioning of the university’s crisis is worldwide. The authors’ contribution has been privileging the university as an object of study; thus, they have proposed a new paradigm¹ called “emerging university” (Lucchesi, 2002). According to such paradigm, the university is a place not only to teach and to transmit accumulated knowledge, but also as the center of knowledge production through institutional research, on which learning and extension depend.

We propose the essence of the new paradigm, of the very epistemological rupture, be as follows: research is teaching itself. (Lucchesi, 2006, p. 53)

The general objectives of this paper are to reflect upon the situation of the Brazilian higher education at the end of the first decade of the 21st century and to investigate the advances of the “research is learning itself” paradigm from its conceptual set through an analysis of the official discourse from higher education institutions. This paper aims at verifying whether such discourse has been translating the intention of rendering such paradigm concrete. According to Foucault, “Discourse does not only hold a meaning or truth, but also a history” (1986, p. 146). The authors aim at analyzing the discourse from the university’s recent history.

The specific objective of this paper is to investigate whether the phenomenon of untaken places in the private

¹ A paradigm shapes, defines an epistemic framework, a conceptual set, a group of references capable of conducting scientific investigations for a given period of time. It would be a kind of construction that ends controversy existing in the field regarding certain foundations or “the very principle of theoretical organization” (Morin, 2001).

higher education system², reaching 50% in areas of bigger offer concentration (as in the city of Sao Paulo), considering the current demand is 0.6 student per place, has led owners to update their higher education paradigm and approach it to the needs of the world scenario of the times. What stems from it is the fact that higher education institutions must fight for candidates willing to finance their own studies. Arguments employed to attract students configure owners' view regarding the reasons why students seek higher education. To better analyze this discourse, the authors refer to Foucault's *The Archeology of Knowledge*:

I would like to show discourse is not a straight surface of contact, or confrontation, between a reality and a language, the interrelationship between lexis and experience; I would like to show through precise examples that by analyzing discourse itself, we witness the apparently very strong ties between words and things disappear, as well as a set of rules, pertaining to discourse practice, being underscored ... (1986, p. 56)

The authors have proposed themselves to study the discourse from higher education institutions, for it appears as opposition (and sometimes as an echo) to the official discourse from governmental organizations and the one from specialists in the matter. The authors consider, as Foucault does (1995), that discourse is a manifestation of power, but at the same time, a creation of new power.

Therefore, this analysis will be theoretically based on Foucault (1986; 1995; 2002) and the presupposition of discourse as source of power. In relation to university, the authors will resort to Derrida (2003) and, especially regarding the function of teaching, to Lucchesi (2002; 2003), Lucchesi and Malanga (2006; 2007) and others.

The authors seek to present proposals that may contribute to the world's higher education transformation, since the conclusions stem from the awareness that higher education has become smaller and smaller due to the new information technologies and that permanent exchange tends to be accelerated so as to achieve the overcoming point, the phenomenon Bauman (1999) has called "negative globalization".

2. The Brazilian university

Durham (Almeida, 2006, pp. 198-249) analyzed the issue of the Brazilian higher education in the context of the educational system as a whole, pointing also at the students' professional expectations. She also analyzed the categories of the universities existing in Brazil.

... due consideration is not given to the deep diversity within the very group of Brazilian universities, which integrates, besides the public ones, very diverse private institutions, including communitarian and profitable ones, most of which, in fact, do not meet the constitutional requirements defining universities, for they do not associate teaching with research. Those non-public sectors absorb most enrollments ... (Durham, 2006, p. 5)

Since the 1970s, higher education has been deeply transformed, with the outstanding growth of the private sector³, which has prevailed in relation to the public one, a phenomenon which has intensified since the 1990s. In fact, the increase in demand for higher education has gradually progressed, reaching the underprivileged social brackets.

Sampaio (2000) portrayed private higher education and analyzed the means of communication between

² Brazilian higher education categories: universities, university centers, integrated colleges and isolated colleges or institutes. Universities may be public or private. Public institutions are created or incorporated, maintained and administered by the federal, state or municipal government. Private institutions are maintained and administered by individuals or legal entities through student tuitions (Ministry of Education/INEP, 2006).

³ Number of students in Brazilian higher education institutions in 2005: The private one is 3,260,967 and the public one is 1,192,189.

private higher education institutions and their external target public, the prospect higher education students; that is, she addressed advertising as a way of showing a given conception of what would be desirable in a higher education institution.

The issue of expansion of higher education in Latin America has been influenced by the ideology of the minimum state, which has prevailed in recent years. The academic debate between public versus private has been going on, since the expansion of higher education has become a priority in Brazil. The authors consider that this challenge has been faced in various ways: (1) by increasing public investment, although it is still neglectful; (2) by fostering private investment under the rigid control of the state over the excellence of offered teaching; and (3) by creating programs of financial aid to underprivileged students, such as the PROUNI (university for all program)⁴. The increase of private investment in higher education is historical in Brazil, consolidating in the 1960s and 1970s; it aims at overcoming the lack of places and catering for the emerging middle class looking for better social and cultural conditions, but the “phenomenon of the private higher education institutions” has been little addressed. This is what has led the authors to develop this study.

The authors consider the main theme, the question of the episteme⁵ and paradigm of the function of the university, for knowledge producer has been put aside by the discussion on public or private financing. The big problem of the Brazilian higher education privatizing is that an epistemological question has not been taken into due consideration: The essence of the university is knowledge production, while teaching and extension is knowledge divulging, stemming from the former.

The debate has guided the authors towards the following question: What are the higher education needs of the population aged 18-25 not currently in college?

Some hypotheses have been evidenced based on studies the authors have done before. The first one is that most higher education institutions are not adequate for the needs of society of knowledges⁶. The consequence is that most courses offered have not been able to prepare students for their future professional lives. The analysis has pointed out that the reason of this imbalance lies in the fact that most higher education institutions do not produce knowledge, for they still remain in the knowledge transmission model. The latter has been overcome by the speed of scientific discoveries in the last centuries. When the students graduate with simply acquired knowledge, this will already have been outdated. Such model does not prepare students to be capable of seeking information, evaluating, solving problems, having autonomy and initiative. Thus, the authors still believe that the paradigm for the emerging university, which establishes research, is interwoven in teaching, and is the best way to adapt higher education to the demands from the current world. Altabach (2007, p. 3) stated, “Research universities have emerged on the policy agenda in many developing countries, especially larger countries that seek to compete in the global knowledge economy”. Despite the fact research in the university (or university research) has expanded and appeared on the Brazilian agenda, the focus of policies lies in the expansion of higher education, as the authors have already said, has taken place through the private sector. Therefore, few private higher education institutions

⁴ PROUNI: system of scholarships the government transfers to private initiative; this program raises criticism against the transfer of public resources to private means. Retrieved June 20, 2008, from <http://prouni-inscricao.mec.gov.br/prouni/>.

⁵ By episteme Foucault means a historical “priori” which, at a given period, determines a field of knowledge within the totality of experience, defining the way of being of the objects appearing in it, presenting theoretical frameworks to the quotidian perception of man and defining the conditions in which one may sustain discourse on things recognized as true (Melquior, 1985, p. 50).

⁶ “Society of knowledges” is a new term to replace the expression “knowledge society”, which has acquired a strong connotative link with knowledge exchange value in the new capitalist society (Mattelard, 2005).

have adopted such model, which in Brazil has predominated in public universities from the beginning.

The object of this study does not include evaluating the economic and administrative aspects of each private⁷ institution. The scope of this study is to analyze the discourse of the owners⁸ used to attract students willing to invest in the financing of their higher education courses. We resort to Foucault,

It seems to me there are several other places where truth is formed in our society or, at least in our societies, where a certain number of rules of the game are defined rules from which we see the birth of certain forms of subjectivity, certain domains of the objective, certain kinds of knowledge and therefore, from this, the creation of an external history, external to the truth ... (1995, p. 8)

Arguments used by the higher education institutions in their advertisings show what they understand to be the appealing qualities of a higher education course. There are no precise data on whether they really offer what they divulge, nor is it part of the scope of study to evaluate the quality of the teaching really offered. What we want is to verify within the discourse from higher education institutions what, at this moment, they believe to be the model of teaching capable of meeting the needs of the Brazilian youth.

For this study, the authors will use discourse analysis technique. The authors will start from Foucault's (1995, p. 12) view on discourse as power producer, according to whom, "Each society has its regime of truth, its general policy, that is, the kinds of discourse it embraces and holds as true ... the position of those in charge of saying what holds as true".

It is evidenced that the discourse of power generated by higher education is walking away from a knowledge-repetition paradigm, inherited from the medieval university, towards a knowledge-production paradigm as the foundation of teaching. Some higher education institutions have already adopted the new paradigm; others are still searching for a way. According to Altbach,

The research university is a central institution of the 21st century. It is essential to the creation and dissemination of knowledge. As one of the key elements in the globalization of science, the research university is at the nexus of science, scholarship and the new knowledge economies. (2007, p. 2)

The discourse that the authors will analyze is the one expressed in advertisements from universities located in the Greater Sao Paulo⁹, which are very common at this time of the year, since the school year in Brazil starts in February and finishes in December. The authors agree with Foucault (2002, p. 120) that, "Knowledge and language are strictly interwoven ... in very broad terms, knowing and speaking consist at first in analyzing the simultaneity of representation, in distinguishing their elements, in establishing the relationships combining them, the possible successions according to which we may develop them: the spirit speaks and knows in the same movement". The authors do not aim at evaluating the effectiveness of the arguments used, but rather portraying what the higher education institutions are now considering to make sense to conquer new students. The study begins with the premise that the collected data are true, for they are validated by the Ministry of Education and

⁷ Non-profitable private institutions, which may be: Communitarian—consisting of groups of individuals or one or more legal entities, including teachers' and students' cooperatives which take in representatives from the community in their ownership; Confessional—consisting of groups of individuals or one or more legal entity meeting a specific confessional or ideological orientation; Philanthropic—educational or social welfare institutions which render services they were created for and offer those services to the general population, thus complementing the state's activities, without any payment.

⁸ In Brazil owners respond to the Ministry of Education, once the latter sets the basic policies, they will be followed by the university in its relationships with its academic community.

⁹ The Greater Sao Paulo has 19,949,261 inhabitants, which turns it into the sixth most populated metropolis in the world (Seade, 2007).

Culture through a periodical evaluation. In Brazil, it is up to the state to establish the norms and general principles for education and to follow up on them, as well as to control the public policies for education¹⁰.

The objective of this study is to register and analyze the discourse of higher education institutions classified as universities and university centers according to Brazilian legislation, in relation to three aspects considered fundamental: The acceptance of the paradigm of the university of the 21st century, which places research in the base of teaching and extension of services rendered to the community, interdisciplinarity in the conception of both (teaching and research) and the tendency toward internationalization.

3. The paradigm for the university of the 21st century

In this historical context of changes and ruptures, the university¹¹ as configured by the current laws in Brazil, is validated by the excellence of its scientific knowledge production. The relationship between teaching and research in the university is epistemological. It is not a question of a concept or option, but rather of an essential data which, if ignored, renders the possibility of higher education teaching null. Nevertheless, besides existing, teaching and research must be integrated, taking place together, so as they shall not be thought of separately.

This is the great challenge of higher education nowadays. The educator's transformation only occurs through research. Only by means of constant research will the educator educate himself and, therefore, be able to educate. The locus of the educator's formation lies in the university. The development of scientific thought, the acquisition of specific scientific methods must only be thought through science, in which the human being only can truly understands what he/she does, what he/she experiences. To learn how to research, must the student have the opportunity to carry out science?

To explain this posed question, learning must be conceptualized and differentiated from teaching, or related to it. For the authors of this study, learning consists of the inner construction of knowledge linking the subject's previous knowledge to the information he/she receives from the environment. "Knowledge is the 'matter' and 'substance' of the cognitive act. In the most common form of understanding learning, this used to be regarded as a means of possessing available knowledge, offered by society to the child through schooling, society and the church" (Malanga, 2001, p. 2). The categories being dealt with must be distinguished. The authors of this study emphasize the fact that "things known" are not synonymous of "knowledge", since the latter is constructed in the articulation of the "inside" and "outside" of the subject who learns. Knowledge must be understood as the result

¹⁰ Higher education in Brazil is not exclusive to the state; it is up to the state to establish public policies to guarantee what the 1988 constitution foresees. Since free offer of higher education is not mandatory, governments may decide to increase the offer of places in public institutions or foster the increase of the private sector.

¹¹ Normative concept of university in Brazil: According to the General Guidelines for Education (LDB 9394/96), legally speaking universities are "pluridisciplinary institutions to form higher education professionals, to carry out research, and to disseminate knowledge of and to humans". According to the law, they are characterized by "institutional and intellectual production by means of systematic study of themes and issues of more relevance, both in scientific and cultural terms, both regionally and nationally" (article 52, I). They also should have a third of their faculty holding Master's or Ph.D. degrees (article 52, II), as well as an equal ratio working full-time (article 52, III). Among their duties, while exerting their autonomy, it is worth mentioning "to establish plans, programs and scientific research projects, artistic production and extension activities" (article 53, III), besides deciding, through their teaching and research faculties, on "hiring and dismissing teachers" (article 53, sole paragraph, V) and on "career plans for teachers" (article 53, sole paragraph, VI). Such rules strictly stem from the commandment regarding the "unbreakable integration between teaching, research and extension" which in fact justifies another principle, namely the one of "didactic-scientific, administrative, financial and asset-management autonomy" (Federal Constitution, 1988, article 207). However, under the constitution, the university issue must also meet what article 174 foresees: "As a normative and regulatory agent of the economic activity, the state will exert, under the law, the functions of fiscalizing, fostering and planning, the latter being crucial for the public sector and an indicator for the private sector" (authors' underscore) (CNE/CES OPINION #37/2007).

of an inner process, through which the human being incorporates information, circulating outside him/her, and what he/she knows, lying inside him/her, even in his/her unconsciousness.

Through research, the human being has tried to understand the “hows” and “whys” of the educating process, thus reaching a reflexive level. The human being researches, searches the information he/she wants and the comprehension of relations of cause.

Research may be considered a formal procedure with a reflexive thinking method which requires a scientific treatment and is constituted in the path towards knowing reality or discovering partial truths. It means much more than only searching truth: it means finding answers to proposed questions, using scientific methods. (Lakatos, 2001, p. 43)

From this point of view, it is up to the university to provide professional formation through research. There is a big difference between a professional who learned how to do things and one who learned how and why to do so. With research involving students, the focus lies on learning rather than teaching, in the process of knowledge production rather than on its result; this participation on research is essential for the current students, who need to produce and deal with new knowledge.

Reflecting upon the relationship of knowledge production in higher education, it is noticed that it is not enough for the university to produce knowledge. Teaching and research must be organically integrated. The separation between teaching and research inside the institution invalidates the essential relationship between them. If a student does not have access to the introduction to research during his/her undergraduate studies, the proposed paradigm will not become concrete. The question at hand is whether the researcher-teacher is capable of unifying both functions throughout all his/her actions.

Some authors prefer to call this posture of permanent search for innovation “updating”, “teacher’s qualification” or “continuous education”. What tells the difference between such proposals and the paradigm is that in the latter the teacher is an “active subject”, an author of his/her own ideas, capable of producing an autonomous thought from the authors with whom he/she establishes a dialogue. He/she is equally capable of searching the adequate way of building knowledge for each group of students, each student he/she has. The paradigm stems from the understanding knowledge is constructed in an inner process from a certain piece of received information. The teacher who only receives information and transmits it to his/her students exactly as he/she got it, without transforming it and evaluates the repetition of contents taught, is not preparing his/her students for the current world, above all, the world of work.

New technology has modified the relationships between work, systems of production and the demands regarding a good professional. According to Rifkin (1995, p. 5), most functions in industrialized nations “are little more than simple repetitive tasks”, which may be performed by computers, automated machines and robots. It is up to the human being to perform innovative, research and problem solution tasks. Learning consists of an inner process of knowledge production, from the information available in the environment. It leads to thought authorship, which is the capacity of formulating and manifesting own ideas from available information, searching for the resources and information necessary to this formulation, and possessing autonomy of action to make decisions and applying them.

In the same way we believe in the university as a lively research field, where life expresses itself in the students’ questioning, we also consider that education does not limit itself to transmitting knowledge, but rather to preparing spirits for the whole life. (Lucchesi & Malanga, 2007, p. 29)

Within this context, we also question: Who must form the professional in the technical and technological level? Is it the university with its research resources or rather institutions geared towards a non-innovative teaching? Considering the fact that today one does not think of a technical formation, but rather of a technological formation and the difference between both of them is no mere linguistic sophistication, it is believed that only educational institutions investing in research and innovation have the means of offering a technological teaching adequate to the needs of the future professionals. Technique (from the Greek “*techne*”) is a merely empirical knowledge although an organized one. Technological knowledge is not only born from the systematization of practical experience; it is based on scientific research stemming from pure or basic science towards applied science, in search of solutions to the practical and urgent problems of society. Technology is, therefore, “daughter” of applied science and “grand-daughter” of pure science.

In 2004¹², the Brazilian Federal Government created short-term technological courses aiming at quickly forming qualified professionals for needy areas. Although they were higher education courses, they would not offer the same theoretical basis given by regular undergraduate courses (granting a Bachelor’s degree¹³), thus reducing in 40% of their total duration time. The creation of sequential or specific-formation courses was also foreseen. The latter, although belonging to higher education, do not offer a diploma, but rather a certificate proof of abilities or knowledge in a given field. It does not replace, therefore, higher education, it only complements it and does not give rights to access to specialized courses in graduate programs. The objective of such courses was unclear and, they practically can not be found in almost any Brazilian higher education institution.

In relation to technological courses, they have not obtained the expected expansion and results, hard to be searched for in the best universities. Several hypotheses may be raised to explain this apparent lack of success. If students from great universities are not interested in technological courses, would this kind of teaching be destined to “institutions of smaller prestige”, those which do not carry out researches? However, in this case, how could technological courses, rather than mere technical ones, be created without the support of scientific research? Balachevsky (2007, pp. 8-9) pointed out one of the possible ways “the incorporation of research in the environment of private non-university institutions”.

So as to identify some tendencies from Brazilian private higher education at the end of the first decade of the 21st century, the authors aim at portraying and registering this decisive moment for the Brazilian higher education by means of field research on the newspaper ads from great universities and university centers in Brazil. The authors will apply discourse analysis to investigate some meaning effects in the media discourse on the demand from students who want to study at private universities, as well as that which effects such discourse has on those young students. The authors are interested in registering the discourse from higher education institutions: to see if they are already including the discourse of the new paradigm, if they value interdisciplinarity and internationalization and if they offer technological courses.

4. Field research methodology

4.1 Sample

¹² On the authorization and recognition of higher education sequential courses. Administrative Rule from the Ministry of Education #4363/2004, from December 29, 2004.

¹³ We do not address here the question of teaching formation courses, which geared toward basic education, bear other implications. In Brazil, the term “Bachelor’s degree” means an undergraduate course not geared toward forming teachers.

This study based itself on the following criteria for the choice of sample:

- (1) Universe researched: universities and university centers currently existing in Brazil;
- (2) Sample: institutions with campus in the greater Sao Paulo and the place advertisements in the newspapers of greater circulation in the city;
- (3) Period researched: October, November and December (for these are the months when divulging is more intense since the school year in Brazil goes from February to December).

4.2 Treatment of data

From the analysis of the discourse from the selected ads, the authors aimed at establishing some analytical categories and quantifying institutions regarding innovative aspects according to the authors' paradigm (interdisciplinarity, internationalization and teaching based on research).

4.3 Categories

The authors have established the following categories to be analyzed:

- (1) The institution: size, whether it is a university or university center, tradition and administrative category (confessional, philanthropic and private);
- (2) Whether it mentions research, extension and teachers' titles;
- (3) Whether it mentions interdisciplinarity;
- (4) Whether it mentions international agreements and resources;
- (5) Short-term technological courses.

4.4 Other categories mentioned

The discourse of the ads from the educational institutions also mentions the social role of the university, by means of the extension of services rendered to the community, which would provide students with practical experience.

This category is mentioned by the Methodist University¹⁴, a confessional university located in the Greater Sao Paulo, when underscoring its social-action services. The ad does not mention its integration with research. This does not mean there has not been knowledge production in the actions mentioned in the ad, but rather that the institution did not consider this fact appropriate to attract new students.

In the authors' paradigm, extension, one of the three foundations of the Brazilian university by law since 1968, must be linked to research, and based on the latter, to teaching. The authors do not see the university's social responsibility as an activity separated from knowledge production, which is, in essence, its role in society. However, since it is productive to articulate the three elements, research, teaching and extension, the extension of services rendered to the community may become a rich field for research, especially in societies lacking quality public services, for innovation may be generated in this space of integration between social reality and academic thought.

Only one of the researched private institutions, UNICSUL¹⁵, explicitly mentions the relationship between scientific production and quality of teaching, with the following title: "After you enter a university which produces scientific research, your life is given more options". After the "catch" in the title, it comes a text explaining why a researching university will change the student's life and why it may be affirmed that research improves teaching, when both are integrated. "In the best universities in the world, teaching is geared toward

¹⁴ Folha de São Paulo, November 22, 2007, Special Supplement, p. 7.

¹⁵ Folha de São Paulo, September 11, 2007, C6-C7.

scientific research”¹⁶.

The ad goes on mentioning teachers are “researcher-teachers” and stating the result of this is “an efficient learning enabling the contact with important scientific projects”. It concludes: “Having classes with researcher-teachers and studying in an environment what produces knowledge all the time is different from studying in practical terms”¹⁷.

The importance given to research appears in other ads, but as a way of following the official guidelines, which demand a minimum of three Master’s and one Ph.D. programs recommended by CAPES-Higher Education Personnel Development Coordination¹⁸ (evaluating agency of graduate programs), or only in the graduate program ads.

One of the questions that a more careful observer may notice is that the relationship between number of students and university campuses and the number of “strictu sensu”¹⁹ courses approved are not mentioned. The analysis demonstrates that while in the University of Sao Paulo (public state institution), approximately 40% of the students are taking “strictu sensu” graduate programs, in the largest Brazilian private institution, spread out around the whole country (in a franchising system), they do not reach 1% of the total. This leads to a very big inequality in the research-teaching relationship.

According to the authors’ paradigm, research must be found at the basis of teaching, but this is only possible if knowledge production is integrated to classroom activities, which is not possible if there is a very big uneven distribution of researchers and teachers. In this way, what has been happening in some cases is that the law is followed, but the unbreakable integration between teaching, research and extension does not effectively hold true, nor does it get any near the proposed paradigm.

5. Presentation and analysis of results from the research

The Pontifician Catholic University of Sao Paulo (PUC), confessional, underscores its tradition of research as guarantee of quality in its courses. It may be said that it adopts the paradigm of the emerging university of the 21st century, since it understands that good teaching is based on research. In reality teaching and research practice at PUC or PUCs, since it is present in several states in Brazil, was part of the initial study to form this paradigm.

On the other hand, maybe because it is traditional, it has not attempted to divulge the internationalization of its courses. In relation to interdisciplinarity, although it is present in some specific graduate programs and the university has its own internationally-renowned center for its development, it does not show so in the ad; that is, its board of trustees perhaps is not yet aware of how fundamental this has become for teaching in general, rather than only for a specific research field.

The mention of research also appears in the ad from the Mackenzie Presbyterian University, quite traditional (which in Brazilian terms means over 80 years of existence). However, only since slightly over a decade has this institution been increasing the room for research, with registered and recognized Master’s and Doctoral programs. For the first time, in accordance with the movement towards valuing research as guarantee of quality teaching as perceived in the Brazilian printing press, has Mackenzie explicitly announced its valuing of research. As in PUC,

¹⁶ Idem.

¹⁷ Ibidem.

¹⁸ Retrieved from <http://www.capes.gov.br>.

¹⁹ In Brazil, courses for Masters and Ph.D. are called “stricto sensu” (Latin/“strictu sensu”) (English/in its strict sense).

maybe because it is traditional, it does not privilege interdisciplinarity and has not divulged its teaching internationalization.

SENAC-National System for Commercial Training, an institution which traditionally dedicated itself to technical courses geared towards commerce, but only recently has started dedicating itself to higher education, is maintained by mandatory contributions from Brazilian companies, to the so-called “S system”:

The “S system” is a hybrid model of social responsibility that emerged in Brazil in 1942, within the context of the formation of the Estado Novo (1937-1945). It consists of nine institutions organized all over Brazil, which provide professional training, social and health services and leisure and cultural activities mainly to workers and their dependents from the industrial, commercial, agricultural and transport sectors, but also to a segment of the general public. It also provides consultancy and technical support to corporations. (Assumpção, et al., 2008)²⁰

Since this institution is managed by company owners, its teaching is more geared toward the labor market. Due to this, it has already introduced internationalization as an element to be underscored in its undergraduate courses.

Table 1 Mentioning the researched categories by institution²¹

Higher education institution	Category	Research	Interdisciplinarity	Internationalization
PUC	Communitarian	Yes	No	No
Mackenzie	Confessional	Yes	No	No
SENAC	Philanthropic	No	No	Yes
UNIB	Private	No	No	No
UNINOVE	Private	No	No	No
UNICID	Private	No	No	No
Anhembi-Morumbi	Private	Yes	Yes	Yes
UNIP	Private	Yes	No	No
UNICSUL	Private	Yes	Yes	No
UNIBAN	Private	Yes	No	No

Out of the eight private universities analyzed (see Table 1) (that is, private universities which are not communitarian, philanthropic, nor confessional), half of them present research as a foundation of quality in teaching, and the other four do not do so. The latter continue arguing that higher education will provide professional value, professional development for the future student. They also emphasize the variety of courses offered, and even the low costs of tuitions, which, might be an important factor of decision for Brazilian students.

Out of the private universities, the only one offering research, interdisciplinarity and internationalization is Anhembi-Morumbi, which belongs to Laureate International Universities, providing greater facility for

²⁰ The composition of the S System: There are 9 organizations that compose the S System: Serviço Social do Comércio (SESC) (Commerce Social Services), Serviço Nacional de Aprendizagem do Comércio (SENAC) (National System for Commercial Training), Serviço Social da Indústria (SESI) (Industry Social Services), Serviço Nacional de Aprendizagem Industrial (SENAI) (National System for Industrial Training), Serviço Social do Transporte (SEST) (Transport Social Services), Serviço Nacional de Apoio ao Transporte (SENAT) (National Transport Support Service), Serviço de Aprendizagem Rural (SENAR) (Rural Training Service), Serviço Brasileiro de Apoio às Pequenas e Médias Empresas (SEBRAE) (Brazilian Small and Medium Size Businesses Support Service), Serviço Nacional de Aprendizagem do Cooperativismo (SESCOOP) (National Cooperativism Training Service). Recently-published book from members of the Research Center for Public Policies from the University of Sao Paulo, in collaboration with researchers from Norway, Assumpção, Marta, Moisés, José Álvaro, Sacchet, Teresa and Trygstad, Sissel. CSR in Two Countries: Brazil and Norway. Fafo(NUPPs) (Norway, 2008).

²¹ Analysis demonstrated only through ads studied.

international placement.

UNIP (Paulista University) is currently the largest in Brazil in terms of the number of students, having even overcome public universities. It spreads out among several Brazilian states, with over 130 thousand students in 27 campuses²². Research dissolves in such a way in relation to the total number of students that it may not be said the former lays the foundations for the latter. In this context, although it mentions its recommended Master's and Doctoral programs, this is not the main focus of its ads, which underscores the rating of one of its students as number one in the ENADE (Students' National Performance Test) for psychology courses.

In relation to UNICSUL, it is the only one to clearly advertise the paradigm for the university of the 21st century:

After you enter a university which produces scientific research, your life will have more options. In the best universities in the world, teaching is geared toward scientific research. After all, knowledge production opens doors toward the greatest transformations in the humanity.

UNICSUL intensively invests in research, thus creating a stimulating environment in which you have classes with researcher-teachers and use the same labs and books they do.

The result? An effective learning which provides contact with important scientific projects. Having classes with researcher-teachers and studying in a knowledge producing environment the whole time is the difference of learning in practical terms. (Folha de São Paulo, September 11, 2007, C7)

The same ad emphasizes interdisciplinarity in its illustration, with the following explanation: Space and Movement—Geography and Territory, Cultural and Environmental Dynamics research group.

All the technological courses offered by those institutions foresee the possibility of study complementation to obtain a Bachelor's degree. In practice what was done was to invert the theoretical disciplines, which make up the basis of the Bachelor's program and start the course with practical disciplines that can be learned without theory. Afterwards, for a more full-fledged formation, the student finishes the course with the lacking disciplines, while in the middle of the course, he/she receives a technological diploma, exclusively geared toward the labor market (see Table 2).

Table 2 Mentioning of technological courses institution

Higher education institution	Category	Offers technological, Bachelor's and teacher-formation courses	Offers technological courses that may be complemented by Bachelor's degrees and teacher-formation courses
PUC	Communitarian	No ²³	No
Mackenzie	Confessional	No	No
UNIB	Private	Yes	Yes
UNINOVE	Private	Yes	Yes
UNICID	Private	Yes	Yes
Anhembi-Morumbi	Private	Yes	Yes
UNICSUL	Private	No	No

6. Partial conclusions from the study

²² Retrieved from <http://www2.unip.br/default.aspx>.

²³ Ads from the studies period do not mention short-term courses, which does not necessarily mean the university does not have such modality, but rather it was not offered in that period.

In this study, the authors have collected data referring only to private institutions, which amount to 84.9% of the enrollments in higher education in the State of Sao Paulo and 73.2% in Brazil.

The study has evidenced that the emerging paradigm has been little taken into consideration during the institutions' advertising, although many have institutionalized research through research groups and/or "strictu sensu" graduate programs; the latter appear dismembered from the ads on the graduate programs, as if they formed different universes, without organic relationship in the quest toward excellence. Although quite frequent in Brazilian researchers' discourse, interdisciplinarity as a research and teaching method was also scarcely mentioned. Technological courses, seen as an appeal for the students who need to graduate after only two years to enter the job market, are the most mentioned in the analyzed discourse, although they are little demanded. Higher education internationalization appears only in one institution belonging to a national/international corporation.

The analysis has enabled the perception that the Brazilian university has been undergoing a turning point in its brief history (the first Brazilian university, the University of Sao Paulo, considered as one of the hundred best universities in the world, intensively dedicated to research and nowadays internationalized, was only founded in 1934, and is configured as a model). Therefore, the analysis has evidenced that public policies for higher education must search on their agenda to signal if they want to provide professional teaching in higher education, geared toward the job market, or rather, teaching from a real university, thus basing its mission, ethos and episteme in the 21st century on knowledge production and transmission.

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