

SRHE

*Society for Research
into Higher Education*

Measuring institutional diversity in Latin America countries

RESEARCH REPORT – FEBRUARY 2024

**By Dr Maria-Ligia Barbosa/UFRJ, Dr André Vieira/UFF, Dr
Leonardo Rodrigues/IFNMG & Dr André Pires/UNISO**



UFRJ

CONTENTS

Acknowledgements	3
About the Authors.....	4
Aim.....	5
Background to the study.....	6
Literature Review.....	7
Research questions	9
Methodology.....	10
Findings.....	12
Conclusions.....	16
Next steps.....	17
Institutional Results and divulgation.....	18
References.....	19
Annex – Divulgation Activities.....	25

Disclaimer: The views expressed in this report are the authors' and do not necessarily reflect those of the Society for Research into Higher Education

ACKNOWLEDGEMENTS

We would like to thank the Society for Research in Higher Education for funding this project, without which the project would not have been possible. Many thanks to Dr Elizabeth Balbachevsky as the critical friend for the project, and to Rob Gresham for his support.

We would also like to thank the members of the PPGSA (The Graduate Program of Sociology and Anthropology) at UFRJ who have supported the project.

We owe a huge thanks to our research assistants, Adriane Gouvea, Luma Doné and Renato Santos, for their active participation in all the conceptual and methodological discussions we've had throughout this year.

We are also grateful for the generous contribution of our Latin American colleagues, who taught us about their countries beyond the bibliography and statistical data. They are Andrés Santos Sharpe and Julio Durand, from Argentina; Cristóbal Villalobos, from Chile; Yolanda Rodriguez, from Peru; Gabriel Errandonea, from Uruguay.

We would also like to thank our colleagues for their critical contributions, which enabled us to make progress in the conceptual and methodological work of constructing the typology for the Brazilian case: Simon Schwartzman, Flavio Carvalhaes, Rogério Barbosa and Kaizo Beltrão.

The contribution of Claudia Oliveira, our IT, was very important in the realisation, dissemination, and creation of the website to house our work.

We would also like to thank the Ministry of Science and Technology/CNPq (project [420395/2022-9](#)) and the Rio de Janeiro State Research Foundation (FAPERJ/ Project E-26/200.863/2021) for their financial support.

ABOUT THE AUTHORS

Maria Ligia de Oliveira Barbosa Associate Professor of Sociology at Federal University of Rio de Janeiro. Has experience in Sociology, concentrating on higher education, social inequalities, educational policies, and professions. Head of the Laboratory for Research into Higher Education (LAPES/PPGSA/UFRJ: <http://www.lapesbr.org/>), she coordinates projects aimed at the analysis of Higher Education (HE) policies in Latin America, establishing the main characteristics of the institutional models in Brazil, Argentina, Chile, Peru and Uruguay, to characterize the expansion of HE in these countries and to indicate their institutional variability, in the types of degrees offered, the careers or knowledge valued, the processes of reproduction of the elites and the patterns of access, completion and outcomes of graduates.

Vice-President for Latin America of RC04 (Sociology of Education) – ISA – International Sociological Association (2010/2014 and 2014/2018) Vice-President of Brazilian Sociological Association SBS (2015/2017).

André Vieira is an Assistant Professor at the Department of Sociology and Methodology of Social Sciences at the Fluminense Federal University and an associate researcher at the Research Group on Structuring Inequalities (Desestrutur/UFF) and the Laboratory for Research into Higher Education (Lapes/UFRJ). His research focuses on educational inequalities, higher education, school-to-work transition and social inequalities. Professor Vieira holds a BA in Sociology from the University of Brasília, MA in Sociology from the Federal University of Minas Gerais and a PhD in Sociology from the Federal University of Rio de Janeiro.

Leonardo Augusto Lopes Rodrigues is a Professor of Sociology at the Federal Institute of Education, Science and Technology of Northern Minas Gerais (IFNMG-Brazil). He received his PhD in Sociology from the University of Rio de Janeiro in 2022 and his MA in Sociology and Anthropology from Federal University of Rio de Janeiro in 2017. Rodrigues is an associate researcher at the Laboratory for Research into Higher Education (Lapes/UFRJ). His research interests include higher education, social stratification, and professional groups.

André Pires is Professor of Graduate Program in Education at University of Sorocaba (Uniso). He received his PhD in Social Sciences from the State University of Campinas (Unicamp) in Brazil, where he had also received a BA (1993) in Social Sciences and an MA (1998) in Social Anthropology. He was Research Fellow at Princeton University and Federal University of Rio de Janeiro. He is National Council for Scientific and Technological Development (CNPq) researcher. His research interests include higher education, inclusion policies, and education inequalities.

TO CITE THIS REPORT

Barbosa, M.L., Vieira, A., Rodrigues, L., Pires, A. (2024). Measuring the relationship between institutional diversity and student equity in Latin America countries. Society for Research into Higher Education (SRHE) Research Report.

AIM

The initial aim of the proposal was to analyse the relationship between the expansion of higher education systems and their capacity for social inclusion in Latin American countries. However, at the suggestion of the SRHE reviewers and due to the need for analytical rigour, we reduced our initial ambition to the first conceptual and methodological step of drawing up a typology of higher education institutional models that was appropriate to the Latin American context.

Therefore, the purpose of this project, which is continuing and deepening, is to build a typology of higher education institutional models that is based on the actual functioning of the institutions. The aim is to capture the dynamics and movements of institutions in the contemporary landscape of Brazilian higher education.

By considering five key dimensions of the higher education fabric (governance, teaching, research, third mission, internationalisation,), we also aim to compare the HE institutional models in 4 South American countries.

Conceptually, the study aims to refine the institutional typologies, sophisticating the measures and understanding their effects through systematic comparisons between countries in the region.

BACKGROUND TO THE STUDY

The expansion of the Brazilian higher education system in recent decades followed a pattern also found in other countries: its structure underwent profound transformation as it diversified, including the emergence of new institutional models and types of education, improvement of academic standards, and an increasing heterogeneity in the socioeconomic composition of students and professors. It has developed into a complex system of 2,595 institutions (Inep 2022), divided into public institutions (under the control of the federal, state, and municipal governments) and private institutions (non-profit and for-profit), which have varying levels of autonomy depending on their academic organization (universities, university centres, or colleges). The private sector, mainly composed of small and medium-sized colleges, accounts for 88% of the institutions and focuses on humanities courses. Technologically demanding and high-cost courses are generally offered by public institutions, which are predominantly large research universities. The public sector is tuition-free, while the private sector charges fees.

Private higher education institutions (HEIs) concentrate 78% of the 9,4 million students, within which three fourths (76%) attending for-profit institutions. Although enrolments in public HEIs have shown significant growth in recent decades, the expansion of the private sector has been more pronounced: while the former grew by 80% between 1980 and 2000 and 120% between 2000 and 2014, the rates for the latter were 104% and 225%. In the 1990s, the expansion of the private sector occurred through the creation of small and medium-sized institutions, but since the 2000s, there has been a strong movement of acquisitions and mergers, led by large business groups with significant foreign capital participation (Carvalhoes et al. 2021; Corbucci, Kubota, and Meira 2016; Sampaio 2011; 2015).

LITERATURE REVIEW

The idea of HIGHER EDUCATION or a HIGHER EDUCATION SYSTEM has spread around the world and has brought into debate the very definition of what higher education is and what a university is. In addition to the general terms, there is a perennial instability or dynamic of structures, in which the degree of homogeneity or diversity is constantly in flux through changes in the general structure, as well as the repositioning of individual institutions on the general "map" of higher education.

This movement can lead to greater similarity between institutions (isomorphism), which seek to better position themselves in the field of higher education by imitating more successful competitors. It can also result in greater differentiation between institutions, which can seek different alternatives for a growing market. In the first case, we could end up producing an academic bias that passes through the system as a whole. On the other hand, differentiation can result in the existence of legitimate alternative routes to higher education.

In differentiated systems, institutional rules vary according to the field of study, types of diplomas, public or private governance and funding (HUISMAN et al 2015; IANELLI et al 2018)). Policies for the permanence and guarantying that all students finish their course are very distinct. These institutional differences are associated to the mode of expansion of HES. All around the world, systems expanded by differentiating and diversifying (TEICHLER 2004 & 2006). Differentiation, as Durkheim put it, is a process of "almost natural" evolution of a system that creates new functions as it expands. Diversity is related to the various manners of organizing the expansion (HUISMAN 2020). But, in both cases, the Tocquevillian question of where the difference becomes inequality is posed.

Institutional agency and the strategic positioning of HEIs transform the higher education systems and their effects on the trajectory from social origin to social destination. The essential role of education in the legitim distribution of economic, social, and political rewards transform the HES in a space of disputes. It becomes an object of social strategies. Many actors and groups of actors compete in this arena and try to interfere in the definition of institutional rules. The institutions (and systems of HE) tend to express the constellation of social forces that were able to impose their own perspective. The notion of institutional agency is a connection between the structure of inequalities and the individual trajectories in social space (FUMASOLI & HUISMAN 2013; FUMASOLI et al 2020).

From this point of view, institutional models are crucial factors in the production, maintenance, expansion, or reduction in social inequalities. The literature indicates that types of HEIs vary according to administrative sectors or field of study, inducing patterns of action that can be oriented to market demands or to the production of knowledge (TEICHLER 2004). Two models emerge as results of these patterns: one more vocational, oriented to prepare students for job market and strongly associated with teaching and practical activities. The other is more academic, focused on research and theoretical advancement.

The analytical connection between system models and their practical functioning can be made through institutional logic. It results from the work of many actors, with a plethora of interests, values, desires, and resources. So, the research focus in each country is the characterization of actors and their patterns of action in the HE system. Beginning by the legal definition of HES, studies try to establish the specific social and historical conditions that could influence the institutional model, the main social, political, and economic forces driving its functioning (HUISMAN 2002). This is highlighted by Brunner (2014) who suggested that a distinctive feature of Latin American higher education would be a transition from elite systems to mass and universal systems, with significant internal differences in expansion policies and institutional models between countries in the region.

Our central hypothesis, aligned with studies by Huisman and Fumasoli, posits HES models combine public policies, regulatory frameworks, and institutional actions to organise the processes of expansion and differentiation in higher education. This situation the HES at the core of social disputes concerning the meaning of this education, thereby creating room for potential connections between institutional types and the democratisation of higher education.

RESEARCH QUESTIONS

This project aimed at building a typology of the higher education system that will enable us to comprehend its actual structure and inform decision-making on regulation and institutional assessment.

The specific questions guiding this project are:

- How can higher education institutions be categorised based on various institutional dimensions?
- To what extent can we compare the Brazilian system with similar systems in Latin America and the Global South?

METHODOLOGY

Conceptual definitions and choice of indicators

In this study, we draw on the previous literature that emphasises the relationship between institutional types of higher education and institutional logics (Huisman et al., 2015; Fumasoli et al., 2020), to investigate how the expansion of higher education in Brazil has affected the organisational functioning of HEIs.

We adopt a comprehensive perspective on diversity, following the tradition of studies that emphasise a multifunctional approach to higher education (Birnbaum 1983; Daraio et al. 2011; Huisman et al. 2015; Teixeira et al. 2013). This includes organisational dimensions (such as size), and those relating to the core functions of HEIs (teaching, research, third mission) and other theorised components of institutional diversity (including international orientation and socioeconomic composition).

This theoretically informed choice stands in contrast with some case studies that built typologies based on a restricted set of variables, such as the sector and the size of the institutions (Schwartzman, Filho, and Coelho 2021), in some cases referring to classifications of higher education systems quite different from the Brazilian one (Steiner 2005; 2006).

Selection of databases and variables

To examine the questions set out above, we provide a case study of institutional diversity based on nationwide administrative data from 2010 and 2019 rounds of the Brazilian Higher Education Census (HEC) and tables on enrolment and academic production of postgraduate courses from the Coordination for the Improvement of Higher Education Personnel (CAPES). Despite having several limitations, these data sets offer a unique opportunity to describe the level of diversity in a mass higher education system such as the Brazilian one.

What institutional differentiation are we talking about? What picture do we have when we consider different institutional dimensions, beyond the official classifications? The variables reflecting the theoretically expected dimensions were:

- 1) Governance: size (staff, student, teachers, and course numbers), operating time (years of operation of the first course), location (proportion of enrolments in courses offered in capitals), and management (proportion of professors who work in management).
- 2) Educational offer: proportion of enrolments by course shift, type of degree, type of offer, and field of study, and those who were participating in or receiving a scholarship for teaching or non-mandatory internship activities; the faculty component included the proportion of full-time professors or professors with a doctoral degree.
- 3) Involvement in research: the student component was composed of the proportion of enrolments in master's and doctoral degrees, undergraduate enrolments with a research scholarship and working in research; for the faculty side we selected proportions of professors working in research, with a research scholarship, working in postgraduate courses, and the number of publications in journals indexed in Scopus.

- 4) Third mission proportion: proportion of professors working in third mission activities and proportions of students with a third mission scholarship or in third mission activities.
- 5) International orientation: proportion of foreign visiting professors and students in international academic mobility.

Data sources (Brazil):

The study is based on nationwide administrative data from the Brazilian Higher Education Census (2010 and 2019). Two other sources of data were also used: enrolment and academic production tables for postgraduate courses from the SCImago Journal Ranking and the Coordination for the Improvement of Higher Education Personnel (CAPES).

Analytical Strategy

Our primary empirical analysis unfolds in two stages. Initially, we used exploratory factorial analysis (EFA) in order to check the consistency of the chosen variables. Subsequently, we used latent profile analysis (LPA) to identify latent groups of HEIs based on their similarities concerning the indices predicted by the EFA.

After identifying the latent profiles, the analysis sought to answer the following questions:

- Do the dimensions found make it possible to identify institutional types?
- What are the characteristics associated with these types?
- To what extent do the institutional types found indicate the system's operating dynamics?

FINDINGS

The Brazilian Case

The method used in constructing the typology of institutional systems allowed for conceptual innovation, revealing dimensions that had not been previously considered and reconstructing the institutional model in Brazil without being constrained by the dichotomy between public and private institutions.

Table 1. Descriptive Statistics of clusters found in Brazilian HES

Grouping/ cluster	2010				2019			
	N. HEI	%. HEI	N. Enrols	% Enrols	N. HEI	% HEI	N. Enrols	%. Enrols
1	30	1,26	835016	12,99	88	3,38	2.730.061	31,73
2	0	0,00	0	0,00	1809	69,39	3.968.413	46,12
3	1478	62,23	3135772	48,77	0	0,00	0	0,00
4	53	2,23	61253	0,95	135	5,18	227771	2,65
5	44	1,85	1479927	23,02	45	1,73	1.357.206	15,77
6	265	11,16	189125	2,94	274	10,51	136961	1,59
7	253	10,65	628313	9,77	0	0,00	0	0,00
8	35	1,47	19373	0,30	65	2,49	70768	0,82
9	217	9,14	81402	1,27	191	7,33	113346	1,32

1. The clustering identified nine distinct groups of institutions based on the observed variables, both in the first analysis (in the link) and after excluding social inclusion variables (https://www.lapesbr.org/_files/ugd/2a55f7_ca7e8300e5cc49f4a5334cd7407d0c12.pdf).
2. We also identified patterns of stability and change at the institutional level. Some clusters remained almost unchanged, while others disappeared,
3. In the second round of analysis, we arrived at the same nine groupings with a slightly different composition. Their characteristics are shown in Table 1.
4. Among the groups of institutions found, we highlight the group of Large private institutions with a high level of virtualization (cluster 1) and the public and private confessional universities, with low virtualization and full-time professors with doctoral degrees (cluster 5). Although these clusters together stand for only 5,73% of HEIs, they concentrate most of the system's enrolments.
5. The first cluster has the second highest average enrolment per institution (30.213) and contains private institutions almost exclusively and predominantly organised as colleges (52%). The most distinguishing feature of this group is the emphasis on distance learning (72%).
6. The fifth group has the highest average enrolment per institution (31878) and is characterised by in-person courses, mainly offered in the evening or on a full-time basis, and it has a higher proportion of Ph. D qualified professors. The main form of organisation is as universities (77.8%), and they are mostly managed by the federal government (64%).
7. **The analysis on patterns of stability and change indicates two dynamics over the last decade: expansion without diversification (a smaller number of clusters was found in 2019), and a concentration of enrolments in a few clusters, with 77,85% in clusters 1 and 2).**

8. The public and confessional universities (cluster 5), with low virtualization and full-time qualified professors, constitute the most stable cluster, with 98.1% of institutions remaining in the same group in 2019. Even so, the grouping lost students (23,02% in 2010 to 15,77%, a loss of about 120,000 students)
9. One cluster emerged over the period from 2010 to 2019, concentrating 69,39% of institutions at the end of the decade (Cluster 2): small for-profit private colleges, academically oriented and focused on Health and Education courses.

INITIAL STEPS IN THE COMPARISON BETWEEN THE BRAZILIAN SYSTEM AND OTHER LATIN AMERICAN COUNTRIES

In Latin America, higher education has undergone intense transformation. In the 1950s, there were around 700,000 students; by 1970, the number increased to 1.9 million, reaching 8.4 million in 1990, 25 million students in 2011, and 30 million in 2019 (BRUNNER, 2014; MARQUINA, ÁLVAREZ, et al., 2022). The higher education systems in these countries vary greatly. There are countries like Argentina, Chile and Uruguay that are universalised (with a gross enrolment rate of over 60%), while countries like Brazil and Peru are going through the process of massification. The participation of the private sector is very uneven. Argentina and Uruguay have a high share of the public sector, while Brazil, Chile and Peru, conversely, have a predominance of enrolments in the private sector. Brazil and Chile opted to keep a relatively small and closed public system and open up space for the private sector. In Argentina and Uruguay, the demand for higher education was met by the public sector (SCHWARTZMAN, SILVA FILHO and COELHO, 2021).

Although Latin American higher education systems are organised, in general terms, into institutional types that distinguish university institutions from other non-university academic organisations, there are relevant differences in dimensions such as governance, size, selectivity and educational offer (Table 2). In common, the university sector tends to have greater administrative and academic autonomy than its non-university counterpart, concentrate on offering long-term and academically oriented courses, and be more selective in academic and socioeconomic terms, as is the case, in particular, from Brazil, Peru, and Chile. On the other hand, non-university institutions concentrate on vocational or technical-professional courses, of short duration and teacher training, as occurs in Argentina, Chile and Uruguay, or are characterised by an offer focused mainly on teaching, with little involvement in research, as in Brazil.

Although the detailed characterization of the systems selected to focus on in this study can be found in previous comparative studies (World Bank, 2017; Fanelli, 2021) or case studies of scholars and institutions partnering with this project (e.g. Villabolos et al., 2023), we chose to present, albeit in a condensed way, some of the institutional characteristics related to access and completion patterns to be analysed.

Table 2: Higher Education Systems in five Latin American Countries

HES	Institutions						Enrolment	Data Sources		
Country	Total	University		Technological		Teaching Programs	Private	Public	Total	HE CENSUS?
Argentina (2022)	2 systems	SSU		SSNU Total 2.275				77,4%/ enrolment	SSU = 2,730,754 SSNU = 1,000,544	NO, HE Census Secretariat of University Policies (SPU).
Brazil (2020)	2587	112	20	901		659			8 million	Inep / HE Census +
Chile (2022)	140 + Higher Education Establishments of the Armed Forces	58 (40 private) with an enrolment of 772,462		PI = 32 397,705	TTC = 50 131,758	NO INFORMATION	80% Enrolment		1,2 million	Undersecretariat of Higher Education of the Ministry of Education NO, HE Census
Peru (2020)	2 systems	University		Non-University					2,1 million	No centralized data production
	+ 1803 productive technical education centres.	132 (42 public)		834		184				
Uruguay (2021)		6 universities and 7 colleges						86,8% enrolment	280,000	No centralized data production

Source: The authors based on data produced by Latin-American colleagues to this study

The Argentinian higher education system is divided into two large sectors: university and non-university tertiary. The former is made up of universities and university institutes, while the latter is composed mainly of small-size institutions focused on teaching and technical training. State-owned higher education is predominantly offered free of charge, with generally non-selective admissions mechanisms and more than half of the country's enrolment is in state universities (Ferreyra et al., 2017; Fanelli, 2021). Over the last decades, there has been a great institutional expansion, with the creation of new national universities, especially on the outskirts of Buenos Aires. This growth expanded the supply of places and contributed to the deconcentration of enrolments, especially in regions with young people belonging to vulnerable sectors. There is evidence that different institutional actors (mainly the State and universities, but also others such as professional schools or business chambers) generate mechanisms to direct income for careers and their specialties (Sharpe & Durand, in press).

In Chile, the higher education system includes the university sector, professional institutes and technical training centres. In the university sector, state and private universities are part of the Council of Rectors of Chilean Universities (CRUCH), an extremely selective sector both in terms of admission criteria and tuition costs (Ferreyra et al., 2017; Fanelli, 2021). Unlike the Brazilian and Argentine systems, the public higher education system is not free of charge in Chile. To improve equity of access, the Chilean government implemented policies such as the Program for Monitoring and Effective Access to Higher Education (PACE) and the free policy. Villalobos and co-authors (in press) analyse the Chilean higher education system since the second half of the 20th century and argue that the massification process produced a segregated democratisation that configured a differentiated system of tertiary education provision.

The tertiary education system in Uruguay is mainly concentrated at the University of the Republic (UDELAR), which has constituted a near-monopoly in the public sector since its foundation in 1849. Over the decades, other types of institutions have emerged, such as private universities, starting in 1995, albeit in a well-controlled manner, and the Technological University (UTEC) in 2012. Despite this, most enrolments remain concentrated at UDELAR (Errandonea, in press). Another point of attention in Uruguay is that there is a significant concentration of students in the interior of the country, standing for around 56.3% of new entrants to UDELAR in 2019 (UNESCO, 2021). For this reason, the country created public policies that facilitate access for this population, especially considering the challenge of the distance in relation to Montevideo, where UDELAR is located. The main solution has been to create a regionalization of the academic offer through the Regional University Centres (CENURES). The University Solidarity Fund (FSU) finances scholarships for low-income students, helping to cover indirect costs, such as housing and living expenses, as well as support and monitoring services for beneficiaries, contributing to retention and academic progress.

The Peruvian system was characterised in 2021 by having 94 institutions, 46 of which were public, 29 private associations and 19 private companies. Most institutions, especially private ones, are in Lima. In other regions, higher education is predominantly public (Sunedu, 2021). In recent years, the expansion of the system has given way to the emergence of an educational market that puts at risk advances achieved in the last university reform, with the political capture of the regulatory entity of educational quality (González & Irigoyen, in press). One of Peru's main permanence programs is National Scholarship and Educational Credit Program (PRONABEC), which is a public policy that aims to promote equity and social inclusion in higher education, offering scholarships and educational credit to low-income students with good academic performance. PRONABEC seeks to expand study opportunities for young people with low income and extreme poverty, eliminating financial barriers that could impede access to and continuation of studies.

CONCLUSIONS

1. Besides the opposition between public and private HEIs, institutional size played a role in defining the dynamics of expansion. Brazilian system of HE expanded reducing institutional diversity and concentrating enrolments.
2. Concentration of enrolments (88 private institutions get 2.730.061 of students) and high virtualization define the first grouping of HEIs.
3. The significant expansion of enrolments in the first group was opposed by the equally significant reduction of enrolments at the traditional and elite institutions.

Overall, our findings indicate the constitution of institutional types in the other Latin American countries analysed that replicate some patterns found in the Brazilian case.

4. The segmentation of the system between a group of institutions, mainly universities, which are more selective in socioeconomic and academic terms, and other institutions focused on low-prestige or short-term careers, of a non-university nature.
5. The institutional models chosen for teacher training proved to be an essential point of differences among countries.
6. Universities play an organising role in higher education, and always have a high degree of legally established autonomy.
7. The role played by the private sector distinguishes Brazil, Chile, and Peru from Argentina and Uruguay.
8. This distinction is not absolute, and the differences among the more privatised countries can be linked to the impact of stronger/weaker regulatory institutions.
9. The institutional space and role given to distance education differ greatly between the countries analysed. The Brazilian system, characterized by the concentration and oligopolisation of the higher education market, mostly private and offered through distance courses, poses challenges to research on institutional diversification.

NEXT STEPS

1. Complete the analyses of the formal/normative structure and aspects of the functioning of Higher Education in each country.
2. Identification of institutional typologies based on the aspects of how Higher Education Institutions (HEIs) operate, by means of statistical analyses of existing official data.
3. Comparisons between countries involving the structures and aspects of higher education provided for in the legal system.
4. Comparisons within each country involving the institutional typologies identified on the basis of empirical data and the structure and operating aspects of higher education provided for in the legal system.
5. Comparison between the countries on the results of the analyses on the themes defined for the project, looking for similarities and specificities of each HES.
6. Deepen the conceptualisation of a higher education system and the measurement of the effects of the technical division of labour and professional groups on the structure of this system and on the functioning of HEIs.

INSTITUTIONAL RESULTS & DIVULGATION

The commitment to publicise the research work was made through the Lapes website (<https://www.lapesbr.org/>), whose blog attracted a lot of attention (<https://www.lapesbr.org/blog>).

In order to give them greater visibility, we've posted the academic articles written by our researchers on the Lapes website. (<https://www.lapesbr.org/artigos>). At the end of 2023, we were able to build a new website (<https://www.celapes.org/>) that includes the activities, debates, and publications of the group of researchers who are partners in our study. It will become trilingual very soon. The full report of divulgation activities can be found in the annex.

From the point of view of institutionalising the relationship between the researchers, we have made progress, which can be seen in four joint initiatives:

1. Proposal to create a chair on Higher Education in Latin America (the CeLapes) at the Brazilian Centre for Higher Studies (CBAE) at UFRJ.
2. Publication of a book co-edited with CLACSO including the texts of the researchers from the five countries who presented at the November seminar.
3. Organisation of a postgraduate and extension course, bringing together PPGSA/UFRJ and NESUB/UnB, with the participation of researchers from the five countries.
4. Technical co-operation agreement with Inep/Ministry of Education of Brazil for the creation and application of social indicators of the flow of students in the higher education system.

INSTITUTIONAL ORGANISATION OF CeLapes – Latin American Centre for Research into Higher Education

The centre is part of UFRJ and include researchers from 9 universities and research centres in South America.

Coordinator:	
Dr Maria Ligia de Oliveira Barbosa (UFRJ)	
Researchers:	Invited Researchers
Dr Ana Maria Albuquerque Moreira (UnB)	Dr Carlos Benedito Martins (UnB)
Dr André Pires (UNISO)	Dr Clarissa Baeta Neves (UFRGS)
Dr André Vieira (UFF)	Dr Elizabeth Balbachevsky (USP)
Dr Andrés Santos Sharpe (IGG & UBA)	Dr Fatima Suleman (ISCTE)
Dr Carolina Zuccarelli (UFF)	Dr Helena Sampaio (UNICAMP)
Dr Cristóbal Villalobos (PUC Chile)	Dr Helena Troiano (UAB)
Dr Eduardo Borges (UERJ)	Dr Jean-Jacques Paul (U Bourgogne)
Dr Gabriel Errandonea (UDELAR)	Dr Simon Schwartzman (ABC)
Dr Julio Durand (U Austral)	
Dr Leonardo Rodrigues (IFNMG)	
Dr Luma Doné (UFRJ)	
Dr Marcelo Scudeler (UNIVAS)	
Dr Renato Augusto Santos (Inep & UFRJ)	
Dr Yolanda Rodriguez (PUC Peru)	
TI Claudia Oliveira	
Research Assistants:	
Adriane Gouvea (UFRJ)	
Bruno Marão Raposo (UnB)	
Graça Helena Squarça Sanches (UNISO)	
Larissa Luisa Castilho Ventura Gomes (UNISO)	
Maria Clara Silva Cesar Carrijo (UnB)	
Nathália Silveira Werneck Tavares (UFF)	
Rafael Ribeiro Santiago (UFF)	

REFERENCES

- Arum, Richard, Adam Gamoran, e Yossi Shavit. 2007. "More Inclusion Than Diversion: Expansion, Differentiation, and Market Structure in Higher Education". Em *Stratification in higher education: a comparative study*. Stanford: Stanford University Press.
- Barbosa, Maria-Ligia, Eduardo Henrique Narciso Borges, Adriane Gouvea, Felícia Picanço, Leonardo Rodrigues, e André Vieira. 2023. "Higher Education in Brazil: Institutional Actions for the Retention of Students in Public and Private Sectors". Em *The Impact of Covid-19 on the Institutional Fabric of Higher Education: Old Patterns, New Dynamics, and Changing Rules?* edited Rômulo Pinheiro, Elizabeth Balbachevsky, Pundy Pillay, e Akiyoshi Yonezawa, 143–71. Cham: Springer International Publishing. https://doi.org/10.1007/978-3-031-26393-4_6.
- Barringer, Sondra N., e Kim Nelson Pryor. 2022. "Understanding Academic Structure: Variation, Stability, and Change at the Center of the Modern Research University". *The Review of Higher Education* 45 (3): 365–408. <https://doi.org/10.1353/rhe.2022.0003>.
- Barringer, Sondra N., Barrett J. Taylor, e Sheila Slaughter. 2019. "Trustees in Turbulent Times: External Affiliations and Stratification among U.S. Research Universities, 1975–2015". *The Journal of Higher Education* 90 (6): 884–914. <https://doi.org/10.1080/00221546.2019.1574695>.
- Birnbaum, Robert. 1983. *Maintaining Diversity in Higher Education*. Jossey-Bass, Inc.
- Boliver, Vikki. 2015. "Are there distinctive clusters of higher and lower status universities in the UK?" *Oxford Review of Education* 41 (5): 608–27. <https://doi.org/10.1080/03054985.2015.1082905>.
- Cai, Yuzhuo, and Nicola Mountford. 2021. "Institutional logics analysis in higher education research." *Studies in Higher Education*:1-25. doi: 10.1080/03075079.2021.1946032.
- Caleffi, Paula, e Alexandre J. L. Mathias. 2017. *Universidade S.A: as companhias de capital aberto da educação superior no Brasil*. 1a. edição. Coleção FGV de bolso, 45. Série Economia & Gestão. Rio de Janeiro: FGV Editora.
- Cantwell, Brendan, Simon Marginson, e Anna Smolentseva, eds. 2018. *High participation systems of higher education*. First edition. Oxford, United Kingdom; New York: Oxford University Press.
- Carvalhoes, F; Medeiros, M; & Tagliari, C. (2021) Higher Education Expansion and Diversification: Privatization, Distance Learning, and Market Concentration in Brazil, 2002-2016. *Higher Education Policy*. <http://dx.doi.org/10.2139/ssrn.3892300>
- Corbucci, Paulo Roberto, Luis Claudio Kubota, e Ana Paula Barbosa Meira. 2016. "Reconfiguração Estrutural da Educação Superior Privada no Brasil: nova fase da mercantilização do ensino". *Instituto de Pesquisa Econômica*

Aplicada – ipea, Texto para discussão,

https://www.ipea.gov.br/portal/index.php?option=com_content&view=article&id=29045&Itemid=406.

Croxford, Linda, e David Raffe. 2015. "The Iron Law of Hierarchy? Institutional Differentiation in UK Higher Education". *Studies in Higher Education* 40 (9): 1625–40. <https://doi.org/10.1080/03075079.2014.899342>.

Daraio, Cinzia, Andrea Bonaccorsi, Aldo Geuna, Benedetto Lepori, Laurent Bach, Peter Bogetoft, Margarida F. Cardoso, et al. 2011. "The European University Landscape: A Micro Characterization Based on Evidence from the Aquameth Project". *Research Policy*, Special Section on Heterogeneity and University-Industry Relations, 40 (1): 148–64. <https://doi.org/10.1016/j.respol.2010.10.009>.

Errandonea, Gabriel. (In press). Algunas consideraciones sobre el Sistema Uruguayo de Educación Superior. In: Vieira, A.; Zuccarelli, C.; Barbosa, M. L. "Políticas de Educación Superior en América Latina: Expansión, Diferenciación y Equidad".

Fanelli, Ana García de. (2021). Políticas para promover o acesso equitativo à educação superior latino-americana. Análises Comparativas de Políticas Educacionais. Buenos Aires, Argentina: UNESCO.

Ferreira, Maria Marta, Ciro Avitabile, Javier Botero Álvarez, Francisco Haimovich Paz, e Sergio Urzúa. (2017). At a Crossroads: Higher Education in Latin America and the Caribbean. *World Bank*, Washington, DC. <https://doi.org/10.1596/978-1-4648-1014-5>.

Fumasoli, T., Huisman, J. Strategic Agency and System Diversity: Conceptualizing Institutional Positioning in Higher Education. *Minerva* 51, 155–169 (2013). <https://doi.org/10.1007/s11024-013-9225-y>

Fumasoli, T., Barbato, G., & Turri, M. (2020). The determinants of university strategic positioning: a reappraisal of the organisation. *Higher Education*, 80(2) 305-334. <https://doi.org/10.1007/s10734-019-00481-6>

Garson, G. David. 2023. *Factor analysis and dimension reduction in R: a social scientist's toolkit*. Abingdon, Oxon; New York, NY: Routledge.

González, Yolanda Rodrigues, and Irigoyen, Carmela Chávez. (in press). Expansión, diversificación institucional y política regulatoria en Perú. Nuevos escenarios en la educación universitaria. In: Vieira, A.; Zuccarelli, C.; Barbosa, M. L. "Políticas de Educación Superior en América Latina: Expansión, Diferenciación y Equidad".

Goodman, Leo A. 2002. "Latent Class Analysis: The Empirical Study of Latent Types, Latent Variables, and Latent Structures". Em *Applied Latent Class Analysis*, editado por Allan L. McCutcheon e Jacques A. Hagenaars, 3–55. Cambridge: Cambridge University Press. <https://doi.org/10.1017/CBO9780511499531.002>.

- Hagenaars, Jacques A., e Allan L. McCutcheon. 2002. "Preface". Em *Applied Latent Class Analysis*, editado por Allan L. McCutcheon e Jacques A. Hagenaars, xi–xxii. Cambridge: Cambridge University Press.
<https://doi.org/10.1017/CBO9780511499531.001>.
- Harris, Michael S. 2013. *Understanding institutional diversity in American higher education*. ASHE higher education report, v. 39, nº 3. Hoboken, NJ: Wiley.
- Harris, Michael S., e Molly K. Ellis. 2020. "Measuring Changes in Institutional Diversity: The US Context". *Higher Education* 79 (2): 345–60. <https://doi.org/10.1007/s10734-019-00413-4>.
- Huisman, Jeroen. 2020. "Institutional Diversity in Higher Education, Institutional Profiling". Em *Encyclopedia of International Higher Education Systems and Institutions*. Dordrecht: Springer Netherlands.
<https://link.springer.com/referencework/10.1007/978-94-017-8905-9>.
- Huisman, Jeroen, e Franciscus Kaiser. 2001. *Fixed and Fuzzy Boundaries in Higher Education. A Comparative Study of (Binary) Structures in Nine Countries*. Adviesraad voor het Wetenschaps- en Technologie-beleid.
- Huisman, Jeroen, Benedetto Lepori, Marco Seeber, Nicoline Frølich, e Lisa Scordato. 2015. "Measuring Institutional Diversity across Higher Education Systems". *Research Evaluation* 24 (4): 369–79.
<https://doi.org/10.1093/reseval/rvv021>.
- Janmaat, Jan Germen, e Andy Green. 2022. "Liberal, Republican, Conservative and Social-Democratic Mindsets? Exploring the Existence of Citizenship Regimes in Civic Attitudes". *Social Indicators Research* 163 (3): 1349–72. <https://doi.org/10.1007/s11205-022-02926-5>.
- Kyvik, Svein. 2004. "Structural changes in higher education systems in Western Europe". *Higher Education in Europe* 29 (3): 393–409. <https://doi.org/10.1080/0379772042000331679>.
- McClure, Kevin R., e Marvin A. Titus. 2018. "Spending Up the Ranks? The Relationship Between Striving for Prestige and Administrative Expenditures at U.S. Public Research Universities". *The Journal of Higher Education* 89 (6): 961–87. <https://doi.org/10.1080/00221546.2018.1449079>.
- Morin, Dana J., Charles B. Yackulic, Jay E. Diffendorfer, Damon B. Lesmeister, Clayton K. Nielsen, Janice Reid, and Eric M. Schaubert. 2020. "Is Your Ad Hoc Model Selection Strategy Affecting Your Multimodel Inference?" *Ecosphere* 11 (1): e02997. <https://doi.org/10.1002/ecs2.2997>.
- Morphew, Christopher C. 2009. "Conceptualizing Change in the Institutional Diversity of U.S. Colleges and Universities". *The Journal of Higher Education* 80 (3): 243–69.
- Neves, Clarissa Eckert Baeta. 2003. "Diversificação Do Sistema de Educação Terciária: Um Desafio Para o Brasil". *Tempo Social* 15 (1). <https://doi.org/10.1590/S0103-20702003000100002>.

- Rosenberg, Joshua M., Patrick N. Beymer, Daniel J. Anderson, C. j van Lissa, and Jennifer A. Schmidt. 2019. 'TidyLPA: An R Package to Easily Carry Out Latent Profile Analysis (LPA) Using Open-Source or Commercial Software'. *Journal of Open Source Software* 3 (30): 978. <https://doi.org/10.21105/joss.00978>.
- Rosinger, Kelly Ochs, Barrett J. Taylor, Lindsay Coco, and Sheila Slaughter. 2016. "Organizational Segmentation and the Prestige Economy: Deprofessionalization in High- and Low-Resource Departments". *The Journal of Higher Education* 87 (1): 27–54. <https://doi.org/10.1080/00221546.2016.11777393>.
- Sampaio, Helena. 2014. "Diversidade e diferenciação no ensino superior no Brasil: conceitos para discussão". *Revista Brasileira de Ciências Sociais* 29 (84): 43–55. <https://doi.org/10.1590/S0102-69092014000100003>.
- Schwartzman, Simon, Roberto Lobo Silva Filho, e Rooney R. A. Coelho. 2021. "Por uma tipologia do ensino superior brasileiro: teste de conceito". *Estudos Avançados* 35 (101): 153–88. <https://doi.org/10.1590/s0103-4014.2021.35101.011>.
- Seki, Allan. 2021. *O capital financeiro no Ensino Superior brasileiro (1990-2018)*. Florianópolis: Em Debate/UFSC.
- Schmidt, Mikkel N., Daniel Seddig, Eldad Davidov, Morten Mørup, Kristoffer Jon Albers, Jan Michael Bauer, e Fumiko Kano Glückstad. 2021. "Latent Profile Analysis of Human Values: What Is the Optimal Number of Clusters?" *Methodology* 17 (2): 127–48.
- Santos Sharpe, Andrés y Durand, Julio. (in press). Elecciones de carrera en el ingreso irrestricto argentino. Continuidades y transformaciones de la matrícula y las políticas públicas e institucionales que las orientan. In: Vieira, A.; Zuccarelli, C.; Barbosa, M. L. "Políticas de Educación Superior en América Latina: Expansión, Diferenciación y Equidad".
- Stanley, Gordon, e Pat Reynolds. 1994. "Similarity Grouping of Australian Universities". *Higher Education* 27 (3): 359–66.
- Steiner, João. 2006. "Diferenciação e classificação das instituições de ensino superior no Brasil". Em *Ensino superior: conceito e dinâmica*. São Paulo: EDUSP.
- Steiner, João E. 2005. "Qualidade e diversidade institucional na pós-graduação brasileira". *Estudos Avançados* 19 (agosto): 341–65. <https://doi.org/10.1590/S0103-40142005000200019>.
- Stirling, Andy. 2007. "A general framework for analysing diversity in science, technology and society". *Journal of the Royal Society Interface* 4 (15): 707–19. <https://doi.org/10.1098/rsif.2007.0213>.

SUNEDU. (2021). III informe bienal sobre la realidad universitaria en el Perú. 1a ed. Lima: Superintendencia Nacional de Educación Superior Universitaria, Consejo Directivo de la Superintendencia Nacional de Educación Superior Universitaria.

Tagliari, Clarissa. 2023. 'DIFERENCIAÇÃO COM CONCENTRAÇÃO: Lógicas Organizacionais Na Expansão Do Ensino Superior Brasileiro'. Tese de doutorado, Rio de Janeiro: Universidade Federal do Rio de Janeiro.

Teichler, Ulrich. 2006. "Changing Structures of the Higher Education Systems: The Increasing Complexity of Underlying Forces". *Higher Education Policy* 19 (4): 447–61.

———. 2008. "Diversification? Trends and Explanations of the Shape and Size of Higher Education". *Higher Education* 56 (3): 349–79.

Teixeira, P., V. Rocha, R. Biscaia, e M. F. Cardoso. 2013. "Competition and diversification in public and private higher education". *Applied Economics* 45 (35): 4949–58. <https://doi.org/10.1080/00036846.2013.808310>.

Vieira, Danilo Jorge, e Fernando Cezar Macedo. 2022. "Crescimento e Configuração Regional do Sistema de Ensino Superior Brasileiro no Século XXI". Em *Universidade e Território: Ensino Superior e Desenvolvimento Regional no Brasil do Século XXI*, 29–94. Brasília: Instituto de Pesquisa Econômica Aplicada (IPEA). <http://dx.doi.org/10.38116/978-65-5635-030-1>.

Villalobos, C.; Rojas-Murphy, Andrés; Quaresma, Maria Luísa Quaresma. (in press). Transformación y desafíos del sistema de educación superior en Chile. Un análisis de los cambios en el sistema desde la estructura organizacional y de la experiencia estudiantil. In: Vieira, A.; Zuccarelli, C.; Barbosa, M. L. "Políticas de Educación Superior en América Latina: Expansión, Diferenciación y Equidad".

Vught, Frans van. 2009. "Diversity and Differentiation in Higher Education". Em *Mapping the Higher Education Landscape: Towards a European Classification of Higher Education*, editado por Frans van Vught, 1–16. Higher Education Dynamics. Dordrecht: Springer Netherlands. https://doi.org/10.1007/978-90-481-2249-3_1.

Weller, B. E., Bowen, N. K., & Faubert, S. J. (2020). Latent Class Analysis: A Guide to Best Practice. *Journal of Black Psychology*, 46, 287–311.

Zha, Qiang. 2009. "Diversification or Homogenization: How Governments and Markets Have Combined to (Re)Shape Chinese Higher Education in Its Recent Massification Process". *Higher Education*, 58(1), 41–58.

ANNEX – DIVULGATION ACTIVITIES

By Claudia Oliveira

Note: The divulgation is done in Portuguese and Spanish.

Projeto Divulgado em Congressos e Seminários:



- 21º Congresso Brasileiro de Sociologia com o tema “Sociologias para pensar o contemporâneo”, de 11 a 14 de julho de 2023, a Universidade Federal do Pará.
- Vídeo de divulgação da SBS

Posts de Instagram e de Facebook publicado pelos pesquisadores e grupos de pesquisa do Lapes/CeLapes

LAPES NO 21º CONGRESSO BRASILEIRO DE SOCIOLOGIA
DIVERSIDADE E EQUIDADE NO ENSINO SUPERIOR EM PAÍSES LATINO-AMERICANOS
Apresentação dos resultados iniciais do Projeto "Formas Institucionais do Ensino Superior na América-Latina"

Ser: (14/07) 9h30 Local: Edifício Mirante do Rio 3º andar- Sala 310

Renato Santos (INEP)
Diversidade no acesso no Brasil e no Uruguai

André Pires (UNISO)
Políticas de inclusão no Brasil e no Peru

Leonardo Rodrigues (IFNMG)
Diversidade de áreas de conhecimento e seus impactos nas configurações institucionais do ensino superior

André Vieira (UFF)
Impactos institucionais na transição para o emprego no Brasil e no Chile

<https://www.lapes.org>
SRHE, CNPq, Faperj e Fapesp

LAPES NO 21º CONGRESSO BRASILEIRO DE SOCIOLOGIA

MESA REDONDA 24
DIVERSIDADE E EQUIDADE NO ENSINO SUPERIOR EM PAÍSES LATINO-AMERICANOS
RESULTADOS INICIAIS DO PROJETO "FORMAS INSTITUCIONAIS DO ENSINO SUPERIOR NA AMÉRICA LATINA"

Data: 14/07
Horário: 9h30 -11h00
Local: Edifício Mirante do Rio- 3º andar-Sala310
APOIO: SRHE, CNPq, FAPERJ, FAPESP

COORDENAÇÃO: MARIA LÍGIA DE O. BARBOSA

RENATO SANTOS (INEP)
DIVERSIDADE NO ACESSO NO BRASIL E NO URUGUAI

ANDRÉ PIRES (UNISO)
POLÍTICAS DE INCLUSÃO NO BRASIL E NO PERU

LEONARDO RODRIGUES (IFNMG)
DIVERSIDADE DE ÁREAS DE CONHECIMENTO E SEUS IMPACTOS NAS CONFIGURAÇÕES INSTITUCIONAIS DO ENSINO SUPERIOR

ANDRÉ VIEIRA (UFF)
IMPACTOS INSTITUCIONAIS NA TRANSIÇÃO PARA O EMPREGO NO BRASIL E NO CHILE

Story para Instagram e Facebook distribuído pelos pesquisadores



LAPES NO 21º CONGRESSO BRASILEIRO DE SOCIOLOGIA

Apresentação dos resultados iniciais do Projeto "Formas Institucionais do Ensino Superior na América-Latina"

DIVERSIDADE E EQUIDADE NO ENSINO SUPERIOR EM PAÍSES LATINO-AMERICANOS

Sex
(14/07)
9h30

Local: Edifício Mirante do Rio
3º andar-Sala 310

 **Renato Santos (INEP)**
Diversidade no acesso no Brasil e no Uruguai

 **André Pires (UNISO)**
Políticas de inclusão no Brasil e no Peru

 **Leonardo Rodrigues (IFNMG)**
Diversidade de áreas de conhecimento e seus impactos nas configurações institucionais do ensino superior

 **André Vieira (UFF)**
Impactos institucionais na transição para o emprego no Brasil e no Chile

<https://www.lapesbr.org/>

SRHE, CNPq, Faperj e Fapesp



Lapes na SBS com a apresentação dos resultados iniciais do Projeto "Formas Institucionais do Ensino Superior na América-Latina"





Diversidade e Equidade no Ensino Superior em Países Latino-Americanos

O Projeto "Formas Institucionais do Ensino Superior na América Latina", que tem financiamento da SRHE - Society for Research into Higher Education, CNPq e Faperj, visa analisar as políticas de Ensino Superior (ES) na América Latina, estabelecendo as principais características dos modelos institucionais do Brasil, Argentina, Chile, Peru e Uruguai. Entre os compromissos demandados pelos financiadores está a divulgação dos avanços de conhecimento alcançados neste conjunto de pesquisa. Assim, aproveitamos o mais abrangente espaço de discussão acadêmica no país, o **21º Congresso Brasileiro de Sociologia**, que está sendo realizado em Belém do Pará, para apresentar alguns resultados iniciais do nosso estudo.

Na Mesa, "Diversidade e Equidade no Ensino Superior em Países Latino-Americanos", cada expositor tratará de uma dimensão analisada no SES brasileiro, buscando comparar com os dados já obtidos sobre esta mesma dimensão em um dos outros países incluídos na pesquisa.

Renato Santos (INEP) com apoio de Adriana Marrero, da Universidad de la Republica apresentará os resultados iniciais da pesquisa sobre a "Diversidade no acesso no Brasil e no Uruguai".

André Pires (UNISO) analisa -com apoio de Yolanda Rodriguez (PUC-Peru) -as "Políticas de inclusão no Brasil e no Peru".

O tema "Diversidade de áreas de conhecimento e seus impactos nas configurações institucionais do ensino superior" será abordado por Leonardo Rodrigues (IFNMG), os dados para essa comparação foram fornecidos pelos pesquisadores Julio Durand (Universidad Austral) e Andrés Santos Sharpe (Universidad de Buenos Aires), da Argentina.

O estudo sobre os "Impactos institucionais na transição para o emprego no Brasil e no Chile" será apresentado por André Vieira, que teve a colaboração de Cristobal Villalobos, da PUC- Chile.

Maria Lígia de Oliveira Barbosa coordenou a proposta para a MR24, que será na próxima sexta-feira, dia 14 de julho, das 9h30, no Edifício Mirante do Rio-3ºandar-Sala310.

Para saber mais sobre esse projeto acesse nosso site



O professor André Vieira, UFF, foi convidado pelo Centre for Global Higher Education (CGHE) para apresentar o estudo "Social Origin, Skills and Graduates' Outcomes in Employment in Brazil: How Does it Vary across Fields of Study and Institutions?", escrito em coautoria com Carlos Antonio Costa Ribeiro (IESP-UERJ), Flavio Carvalhaes (UFRJ) e Rogerio Barbosa (IESP-UERJ).

Posts de Instagram e de Facebook publicado pelos pesquisadores e grupos de pesquisa do Lapes/CeLapes

SRHE EVENT - WORKSHOP

Unequal Graduate Outcomes: International Perspectives Over The Long-Term

Apresentação do estudo "Social Origin, Skills and Graduates' Outcomes in Employment in Brazil: How Does it Vary across Fields of Study and Institutions?", em evento organizado pelo Centre for Global Higher Education (CGHE) e Society for Research into Higher Education (SRHE).

Prof. Dr. André Vieira (PPCS/UFF)
Desestruturura/UFF e Lapes/UFRJ

 **DATA**
11 DE SETEMBRO

 **HORA**
1:45 GMT

 **LOCAL**
SEDE DA SRHE

Saiba mais em:
<http://bit.ly/3KUodol>



UNEQUAL EXPANSION OF HIGHER EDUCATION
SYSTEMS AND THE INSTITUTIONAL MODELS IN
LATIN AMERICA

CONVITE

Data 20/06Q2023
horário: 11h (Brasília)



Maria Lígia Oliveira Barbosa (PPGSA/UFRJ) é uma das organizadoras do evento Unequal Expansion of higher education systems and the institutional models in Latin America, que integra a network Higher Education Policy da Society for Research into Higher Education.

Este projeto, financiado pela SRHE, pela FAPERJ e pelo CNPq, tem como objetivo analisar as políticas de Educação Superior (ES) na América Latina, estabelecendo as principais características dos modelos institucionais no Brasil, Argentina, Chile, Peru e Uruguai.

Nesse evento, Maria Lígia de Oliveira Barbosa (PPGSA/ UFRJ) e André Pires (Uniso) irão apresentar o projeto e os objetivos da pesquisa. Julio Durand, da Argentina; André Vieira & Leonardo Rodrigues, do Brasil; Cristóbal Villalobos, do Chile; Yolanda Rodriguez, do Peru e Adriana Marrero, do Uruguai exibirão os primeiros resultados encontrados no estudo.

Expansão Desigual Dos Sistemas De Ensino Superior E Dos Modelos Institucionais Na América Latina.

20 de junho de 2023, às 11h. (horário Brasil)

Link de inscrição: [AQUI](#)

🔗 **Encuentro Anual de Investigación, Innovación y Creación PUCP 2023**

🔗 (Os pesquisadores André Pires e Leonardo Rodrigues participaram do encontro para divulgar a pesquisa)



🔗 **Vídeo de Divulgação do Evento da PUCP**

Posts de Instagram e de Facebook publicado pelos pesquisadores e grupos de pesquisa do Lapes/CeLapes



🔗 **X ENCONTRO INTERNACIONAL DE INVESTIGADORES DE POLÍTICAS EDUCACIONAIS – NEPI-AUGM**
(participação de Maria Lígia de Oliveira Barbosa)

Posts de Instagram e de Facebook publicado pelos pesquisadores e grupos de pesquisa do Lapes/CeLapes



"EDUCAÇÃO SUPERIOR NA AMÉRICA LATINA: EXPANSÃO, DIVERSIFICAÇÃO E DESIGUALDADES" (participação de André Vieira)



🔗 [Centro para Estudo da Riqueza e da Estratificação Social](#)

Posts de Instagram e de Facebook publicado pelos pesquisadores e grupos de pesquisa do Lapes/CeLapes



Seminário YouTube



Seminário NIED-CERES - Maria Ligia Barbosa: Modelos institucionais do Ensino Superior

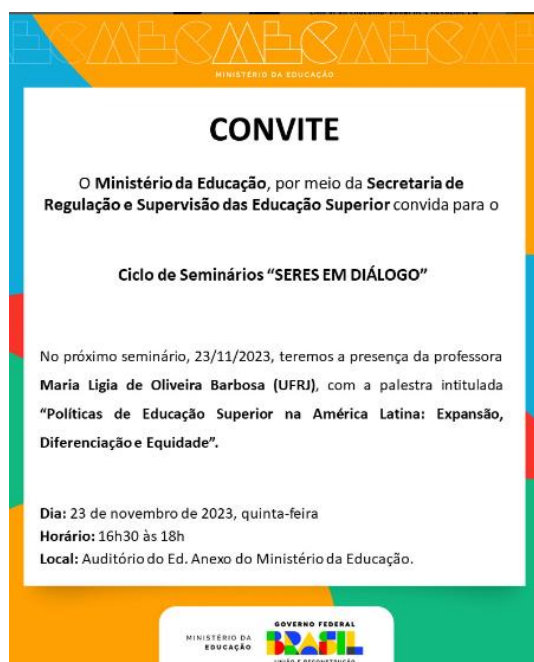
Encontro do Grupo de Estudo e Pesquisa de Educação Superior - Gepes. Palestra Online " Measuring Change in Institutional Diversity in Higher Education in Brazil" com o Professor André Vieira, da UFF.

Posts de Instagram e de Facebook publicado pelos pesquisadores e grupos de pesquisa do Lapes/CeLapes



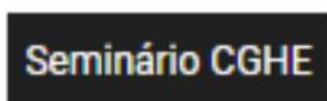
Participação da professora Maria Lígia de Oliveira Barbosa (UFRJ), no Ciclo de Seminários "Seres em Diálogo"(Ministério da Educação), com a palestra "Políticas de Educação Superior na América Latina: Expansão, Diferenciação e Equidade".

Posts de Instagram e de Facebook publicado pelos pesquisadores e grupos de pesquisa do Lapes/CeLapes



Participação do professor André Vieira, da UFF, no Seminário organizado pelo "Centre for Global Higher Education". O tema da apresentação é : "Origem social, competências e resultados dos graduados no emprego no Brasil.

Posts de Instagram e de Facebook publicado pelos pesquisadores e grupos de pesquisa do Lapes/CeLapes



O professor André Vieira, da UFF, apresenta amanhã, a Palestra "Origem social, competências e resultados dos graduados no emprego no Brasil"

Quinta-feira, 18 de janeiro de 2024, 11h
Webinar Zoom, inscrição necessária

Seminário no Centro de Estudios de Políticas y Prácticas en Educación - CEPPE UC Participação de André Pires, Uniso



Centro UC
Estudios de Políticas y Prácticas en Educación - CEPPE

EDSUP

**EDUCACIÓN SUPERIOR EN AMÉRICA LATINA:
MASIFICACIÓN, DESIGUALDAD Y
DIFERENCIACIÓN**

Lorenza Villa Lever
Universidad Nacional Autónoma de México

André Pires
Universidade de Sorocaba Brasil

Cristóbal Villalobos
Pontificia Universidad Católica de Chile

Cecilia Adrogué
Universidad de San Andrés / Universidad Austral Argentina

Moderadora
Ximena Catalán
Investigadora Núcleo Milenio Experiencia Estudiantil en Educación Superior y Facultad de Educación UC

**JUEVES 11 ENERO
10:30 HRS**

**AUDITORIO GABRIELA MISTRAL
FACULTAD DE EDUCACIÓN UC**
Av. Vicuña Mackenna 4960, Maqui

INSCRIPCIONES

Palestras do Grupo de Estudos e Pesquisa sobre Políticas de Educação Superior, da Uniso.

Participação da professora Maria Lígia de Oliveira Barbosa

Encontros do GEPES da Uniso e do Projeto "Políticas de Ensino Superior na América Latina"

AGENDA

UNISO PALESTRAS

MARÇO	21	14H	UNISO	Maria Lígia de Oliveira Barbosa	Políticas de Ensino Superior
ABRIL	04	15H	UNESP-RIOCLARO	José Eustáquio de O. S. Araújo	Permanência estudantil na Unesp
ABRIL	18	14H	UNIVERSIDAD DO CHILE	Andrés Murphy	O Ensino Privado de massa no Chile
MAIO	9 E 23	14H	UNIVERSIDAD ANTONIO RUIZ DE MONTOYA	Carmela Chavez	O Ensino Superior no Peru e Mulheres no Ensino Superior no Peru
JUN	06	14H	UNISO	Mestrandos e Doutorandos	Apresentação de trabalhos

LINK DE ACESSO
[HTTPS://MEET.GOOGLE.COM/GHJ-FDJA-VJA](https://meet.google.com/ghj-fdja-vja)

Encontros do GEPES da Uniso e do Projeto "Políticas de Ensino Superior na América Latina"

AGENDA

UNISO PALESTRAS

MARÇO	21	14H	UNISO	Maria Lígia de Oliveira Barbosa	Políticas de Ensino Superior
ABRIL	04	15H	UNESP-RIOCLARO	José Eustáquio de O. S. Araújo	Permanência estudantil na Unesp
ABRIL	18	14H	UNIVERSIDAD DO CHILE	Andrés Murphy	O Ensino Privado de massa no Chile
MAIO	9 E 23	14H	UNIVERSIDAD ANTONIO RUIZ DE MONTOYA	Carmela Chavez	O Ensino Superior no Peru e Mulheres no Ensino Superior no Peru
JUN	06	14H	UNISO	Mestrandos e Doutorandos	Apresentação de trabalhos

LINK DE ACESSO
[HTTPS://MEET.GOOGLE.COM/GHJ-FDJA-VJA](https://meet.google.com/ghj-fdja-vja)

Outras palestras e seminários:

PROJETO DE EXTENSÃO

AÇÕES AFIRMATIVAS NA UNILAB

TEMA: **RELAÇÕES RACIAIS E POLÍTICAS DE AÇÕES AFIRMATIVAS NA UNIVERSIDADE**

PALESTRANTE: **Prof. Dr. Eduardo Borges**
Professor da UERJ e Doutor em Sociologia pela UFRJ

26 DE MARÇO | 19H

<https://meet.google.com/kwu-xtod-xkn>

Seminário

Anísia Teixeira

POLÍTICAS DE PERMANÊNCIA: PERCEPÇÕES E AÇÕES DE AGENTES DE INSTITUIÇÕES DE ENSINO SUPERIOR

Paalestrante: Eduardo Henrique Narciso Borges

Mediação: Rodrigo Rosistolato

28/09/23 das 17h às 19h

Local: Sala 1 do Bingo - Praia Vermelha

PPGE
Programa de Pós-Graduação em Educação da UFRJ

Faculdade de Educação - UFRJ

SEMINARIO ABIERTO
SEGUNDO ENCUENTRO

Proyecto UBACYT "Las fronteras de la universidad pública. Instituciones, identidades y saberes"

EL INGRESO A LA EDUCACIÓN SUPERIOR EN DIFERENTES ESCENARIOS INSTITUCIONALES. DIÁLOGOS ENTRE ARGENTINA, BRASIL, ESPAÑA Y MÉXICO

PARTICIPAN:
Eduardo Borges (IFCS/UFRJ, Brasil), Rosalba Ramírez García (DIE-Cinvestav, México), Carmen Nieves Pérez Sánchez y Pedro Álvarez Pérez (ULL, España)

COORDINAN:
María Paula Pierella (IRICE/CONICET, UNR) y Andrés Santos Sharpe (IIGG-UBA/CONICET)

LUGAR: Instituto de Investigaciones Gino Germani, Uriburu 950, 6to piso, Aula 1

FECHA: Jueves 06 de julio, 14hs (ARG/BRA) / 11hs (MÉX) / 19HS (ESP)

IIGG GINO GERMANI
INSTITUTO DE INVESTIGACIONES GINO GERMANI

PROGRAMA DE ESTUDIOS GARCERAN
INSTITUTO DE INVESTIGACIONES GINO GERMANI

Seminários realizados pelo CeLapes/Lapes



O Centro Latino-Americano de Pesquisa em Educação Superior convida pesquisadores da Argentina, do Brasil, do Chile, do Peru e do Uruguai no projeto "Formas Institucionais da ES na América Latina". Este trabalho estuda as políticas de expansão e diversificação da educação superior, olhando para os diferentes modelos institucionais e como eles se associam aos processos de democratização. Convidamos você para conhecer os primeiros resultados nos seminários que serão realizados nos dias 30/11, na UFF e 01/12, no IFCS.

Convidados

 HELENA SAMPAIO SECRETÁRIA DE REGULAÇÃO DO ENSINO SUPERIOR/ MEC	 CLARISSA NEVES (UFRR) BETH BALACHEVSKY (USP) ALICE ABREU (UFRR) FELICIA PICANÇO (UFRR) FLAVIO CARVALHAES (UFRR) ROGERIO BARBOSA (USP)
--	---

COMUNICAÇÃO E PROGRAMAÇÃO DOS SEMINÁRIOS E A LISTA DE PARTICIPANTES BRASILEIROS E ESTRANGEIROS
WWW.LAPES.ORG

SRHE     



Three screenshots of seminar materials. The top row shows the title page for 'Políticas de Educação Superior na América Latina: Expansão, Diferenciação e Equidade' and 'Educação Superior: avanços e desafios em países da América Latina'. The bottom row shows 'Procedimentos de inscrição' and 'Participantes do evento'.



SEMINÁRIO
01/12 - IFCS 09h às 17h
Salão Nobre, 3º andar
PELO YOUTUBE @LAPESPPSSAUFRRJ

EDUCAÇÃO SUPERIOR: AVANÇOS E DESAFIOS EM PAÍSES DA AMÉRICA LATINA

PROGRAMAÇÃO
AS ABERTURAS NO ACESSO: FEMINIZAÇÃO, INCLUSÃO RACIAL, E O LUGAR DAS LICENCIATURAS | COORDENAÇÃO: ANDRÉ PIRES E MARIA LÍGIA DE OLIVEIRA BARBOSA

AS ABERTURAS NO ACESSO: FEMINIZAÇÃO, INCLUSÃO SOCIAL, E O LUGAR DAS LICENCIATURAS
COORDENAÇÃO: ANDRÉ PIRES

- 10:00 FEMINIZAÇÃO DA EDUCAÇÃO SUPERIOR: BRASIL E CHILE | LEONARDO RODRIGUES | IFNMG, CRISTÓBAL VILLALOBOS UC-CHILE | COMENTÁRIOS: ALICE ABREU | UFRJ
- 10:00 INCLUSÃO SOCIAL: BRASIL E PERU | LILIANA DONÉ | UFRJ E YOLANDA RODRIGUEZ | PUCCP, PERU | COMENTÁRIOS: FELICIA PICANÇO | UFRJ
- 10:00 PALESTRA: DE HELENA SAMPAIO | SECRETÁRIA DE REGULAÇÃO DO ENSINO SUPERIOR/ MEC

SEMINÁRIO SEM INSCRIÇÃO E COM CERTIFICADO

SRHE     

SEMINÁRIO
POLÍTICAS DE EDUCAÇÃO SUPERIOR NA AMÉRICA LATINA: Expansão, Diferenciação e Equidade

10h à 12h - Sessão 1
DIVERSIDADE INSTITUCIONAL DA EDUCAÇÃO SUPERIOR NA AMÉRICA DO SUL
Mediação: Maria Lígia Barbosa (UFRJ)

SEM INSCRIÇÃO E COM EMISSÃO DE CERTIFICADO

Expansão da Educação Superior e novas desigualdades educacionais no Peru
Yolanda Rodriguez (PUCCP, Peru)

Educação superior no Chile: um sistema maduro orientado para o mercado
Cristóbal Villalobos (UC, Chile)

Pesquisa na Educação Superior argentina: políticas científicas e o papel das organizações autônomas
Julio Durand (Universidad Austral) e Andrés Sharpe (MAG, Argentina)

Panorama do Ensino Superior no Uruguai
Gabriel Errandonea (Universidad de la República, Uruguay)



CONVITE



O Centro Latino-Americano de Pesquisa em Educação Superior convida pesquisadores da Argentina, do Brasil, do Chile, do Peru e do Uruguai no projeto, Formas Institucionais da ES na América Latina. Este trabalho estuda as políticas de expansão e diversificação da educação superior, olhando para os diferentes modelos institucionais e como eles se associam aos processos de democratização. Convidamos você para conhecer os primeiros resultados nos seminários que serão realizados nos dias 30/11, no UFF e 01/12, no IFCS.

SEMINÁRIOS

POLÍTICAS DE EDUCAÇÃO SUPERIOR NA AMÉRICA LATINA: EXPANSÃO, DIFERENCIAÇÃO E EQUIDADE

UFF DIA 30/11 10h às 17h
Auditório do Instituto de História
Bloco O - Campus Gragoatá- UFF

EDUCAÇÃO SUPERIOR: AVANÇOS E DESAFIOS EM PAÍSES DA AMÉRICA LATINA

IFCS DIA 01/12 09h às 17h
Salão Nobre, 2º andar IFCS/UTFJ
YouTube @LAPESPPOS/UFFJ



CONVIDADOS E PESQUISADORES

HELENA SAMPAIO
SECRETÁRIA DE REGULAÇÃO DO ENSINO SUPERIOR- MEC

SIMON SCHWARTZMAN
ACADEMIA BRASILEIRA DE CIÊNCIAS

CLARISSA NEVES (UFRO), BETH BALBACHEVSKY (UNF), JULIO DURAND (UNIV. AUSTRAL ARG), ANDRÉS SHARPE (UNC), ARIEL CRISTÓBAL VILLALOBOS (UC-CHILE), YOLANDA RODRIGUEZ (PUCP PERU), GABRIEL ERKANDONDEA (UNCE. DE LA REPÚBLICA -CH), ALICE ABREU (UFPR), FÉLIX PISCANO (UFPA), ANA MARIA ALBUQUERQUE MOREIRA (UNB), FLAVIO CARVALHANS (UFPA), ROGÉRIO BARROSA (UNEP) E OS PESQUISADORES BRASILEIROS QUE INTEGRAM O CELAPES.



PROGRAMAÇÃO

EDUCAÇÃO SUPERIOR: AVANÇOS E DESAFIOS EM PAÍSES DA AMÉRICA LATINA



data: 01/12
horário: 09h às 17h
local: Salão Nobre, 2º andar - IFCS/UTFJ

Programa: 10h00 – 12h00

Sessão 1: As aberturas no acesso: Feminização, Inclusão Social, e o lugar das Licenciaturas
Mediação: André Piras (Uniso)

Feminização da Educação Superior no Brasil e no Chile
Leonardo Rodriguez (IFNMG), Cristóbal Villalobos (UC, Chile)
Comentários: Alice Abreu (UFPR)

A Inclusão Social no Brasil e no Peru
Luzma Doré (UFRRJ), Yolanda Rodriguez (PUCP, Peru)
Comentários: Félix Picanço (UFPA)

Licenciaturas: Argentina e Brasil
Andrés Santos Sharpe (UNC, ARG) e André Vieira (UFF)
Comentários: Ana Maria Albuquerque Moreira (UNB)

Programa: 14h00 – 17h00

Palestra de Helena Sampaio- Secretária de Regulação do Ensino Superior-MEC

As ações e debates em Andamento no MEC
Coordenação: Maria Lígia de Oliveira Barbosa

Pós-graduação e Pesquisa nos modelos de universidade
Palestra de Simon Schwartzman - Academia Brasileira de Ciências

Avaliação Crítica dos Trabalhos de pesquisa já realizados
Clarissa Neves (UFRO)

Caminhos futuros da pesquisa do CeLAPES
André Vieira (UFF) e Renato Santos (INEP)



PROGRAMAÇÃO

EDUCAÇÃO SUPERIOR: AVANÇOS E DESAFIOS EM PAÍSES DA AMÉRICA LATINA



data: 01/12
horário: 09h às 17h
local: Salão Nobre, 2º andar - IFCS/UFRJ

<p>Programa: 10h00 - 12h00</p> <p>Sessão 1: As aberturas no acesso: Feminização, Inclusão Social, e o lugar das Licenciaturas Mediação: André Pires (Uniso)</p> <p>Feminização da Educação Superior no Brasil e no Chile Leonardo Rodrigues (IFSMG), Cristóbal Vilches (UC, Chile) Comentários: Alice Azevedo (UFRJ)</p> <p>A Inclusão Social no Brasil e no Peru Lúcia Dossê (UFRJ), Yolanda Rodriguez (PUCP, Peru) Comentários: Felício Picanço (UFRJ)</p> <p>Licenciaturas: Argentina e Brasil Andrés Santos Sharpe (IIGG, AR) e André Vieira (UFF) Comentários: Ana Maria Albuquerque Moreira (UNE)</p>	<p>Programa: 14h00 - 17h00</p> <p>Palestra de Helena Sampaio- Secretária de Regulação do Ensino Superior-MEC</p> <p>As ações e debates em Andamento no MEC Coordenação: Maria Lígia de Oliveira Barbosa</p> <p>Pós-graduação e Pesquisa nos modelos de universidade Palestra de Simon Schwartzman - Academia Brasileira de Ciências</p> <p>Avaliação Crítica dos Trabalhos de pesquisa já realizados Clarissa Neves (UFRGS)</p> <p>Caminhos futuros da pesquisa do CeLAPES André Vieira (UFF) e Renato Santos (GNEP)</p>
---	--




Seminários

Educação Superior: avanços e desafios em países da América Latina (IFCS-UFRJ)





EDUCAÇÃO SUPERIOR: AVANÇOS E DESAFIOS EM PAÍSES DA AMÉRICA LATINA (SEMINÁRIO IFCS -01/12/2023)









AS AÇÕES E DEBATES EM ANDAMENTO NO MEC PALESTRA DE HELENA SAMPAIO

SECRETÁRIA DE REGULAÇÃO DO ENSINO SUPERIOR-MEC

0:09 / 1:08:06









Educação Superior: avanços e desafios em países da América Latina"(Parte 2)




Seminário: Políticas de Educação Superior na América Latina: Expansão Diferenciação e Equidade, organizado pelo Desestruturadora, da UFF e pelo Lapes, do IFCS-UFRJ.






 CeLapes
Centro Latino-Americano de
Pesquisas em Educação Superior

Sistema Nacional de Educación

- El sistema está compuesto por 8 niveles y modalidades educativas.
- Ley General de Educación 18.437 (LGE).
- Modificativas de la Ley de Urgente Consideración 19.889 (LUC).
- La educación a distancia y semipresencial es concebida como una modalidad específica de educación formal y definida de forma independiente.
- Educación universitaria privada regulada por el Decreto Ley N° 15.662, de 29 de octubre de 1984, y sus decretos reglamentarios (Decreto N° 306-995 y Decreto N° 104-014).
- Modalidades de educación terciaria:
 - Formación docente pública.
 - Formación técnica profesional pública y privada y dictada por ES de diferentes niveles.
 - Formación policial y militar no universitaria.
 - Formación universitaria (Universidades e Institutos universitarios).
- La educación terciaria pública es gratuita y de libre acceso.

Dr. Gabriel Emmanuel Carreras 



SRHE



▶ ⏪ 🔊 0:50 / 21:05
⏸ ⏩ ⚙️ 📺 🖥️ 🗄️

Panorama do Ensino Superior no Uruguai

 CeLapes
Centro Latino-Americano de
Pesquisas em Educação Superior

ALGUNAS FECHAS CLAVE



1947 Primer Plan de Fomento (Decreto de Fomento)

1946-1970 Proceso de creación de instituciones académicas autónomas o ajenas al sector público

1970-1980 La política científica emergente

1980-2003 Creación de instituciones de enseñanza, investigación y desarrollo de los programas

1970-1980 Institucionalización del modelo estatal actual y modernización universitaria

1984-1985 Política de apertura de la educación terciaria

2003-2005 Creación del Bicentenario, con una Política de desarrollo de "ES"



SRHE



Seminário: Políticas de Educação Superior na América Latina: Expansão Diferenciação e Equidade

Educação Superior Argentina: políticas científicas e o papel das organizações autônomas

 CeLapes
Centro Latino-Americano de
Pesquisa em Educação Superior

Baseado no endeuamento

	2000	2010
Contribuição fiscal direta	49,70%	21,40%
Contribuição fiscal indireta	8,90%	3,10%
Becas de educação superior	8,90%	19,30%
Créditos com Aval del Estado (CAE)	-	31,30%
Crédito Solidário	19,50%	13,90%
Fundo de Desenvolvimento Institucional	12,50%	3,50%
Fundo de retro	-	3,70%
Outros	0,50%	3,80%

A expansão do Crédito com a Avaliação do Estado (CAE) como apoio às políticas de ingresso e de emprego



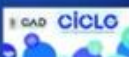





Educação Superior no Chile: Um sistema maduro orientado para o mercado


Ciclo de Formação e Desenvolvimento para os docente da PUC-SS; Inst.promotora/financiadora: Pontifícia Universidade Católica de São Paulo

PROUNI: Trajetória, Transformações e Desafios no Contexto da Educação Superior no Brasil, 2024.





PUCSP



André Pires

▶
⏪
🔊
1:27 / 1:47:02
⏸
🗨
⚙
🖥
🖱
🔍

PROUNI: Trajetória, Transformações e Desafios no Contexto da Educação Superior no Brasil

Seminário " A Formação nas Licenciaturas: Para quem, para quê, com que resultados?"

SEMINÁRIO LAPES ONLINE

📺 Dia 22/08 às 17 horas

**A FORMAÇÃO NAS LICENCIATURAS:
PARA QUEM, PARA QUÊ, COM QUE
RESULTADOS?**

Maria Lígia de Oliveira Barbosa
Professora da UFRJ

Ana Maria de Albuquerque Moreira
Professora da UNB

Sara Esther D. Zarucki Tabac
Professora da UNIFAL

André de Holanda Padilha Vieira
Professor da UFF

@LAPESPPGSAUFRJ
Canal do Lapes no Youtube

LAPES

SEMINÁRIO LAPES

📺 @LAPESPPGSAUFRJ

**A FORMAÇÃO NAS LICENCIATURAS:
PARA QUEM, PARA QUÊ, COM QUE
RESULTADOS?**

Maria Lígia de Oliveira Barbosa
Professora da UFRJ

Ana Maria de Albuquerque Moreira
Professora da UNB

Sara Esther D. Zarucki Tabac
Professora da UNIFAL

André de Holanda Padilha Vieira
Professor da UFF

Jean-Jacques Paul,
professor da Université de Bourgogne

LAPES

Newsletter e Youtube

ATIVIDADES DO LAPES 08/2023 01

Seminário

A formação nas licenciaturas: para quem, para quê, com que resultados?

📺 Dia 22/08 às 17 horas

Maria Lígia de Oliveira Barbosa
Professora da UFRJ

Ana Maria de Albuquerque Moreira
Professora da UNB

Esther D. Zarucki Tabac
Professora da UNIFAL

André de Holanda Padilha Vieira
Professor da UFF

Participação do Professor Jean-Jacques Paul, da Université de Bourgogne

@LAPESPPGSAUFRJ
Canal do Lapes no Youtube



Seminário: A formação nas licenciaturas: para quem, para quê, com que resultados?

O Seminário “Diferenciação Institucional e Expansão Desigual do Ensino Superior: Estudos Cariocas e Brasileiros”

Post redes sociais e Newsletter



O SEMINÁRIO “DIFERENCIAÇÃO INSTITUCIONAL E EXPANSÃO DESIGUAL DO ENSINO SUPERIOR: ESTUDOS CARIOCAS E BRASILEIROS”

O Seminário abordou temas como: acesso, permanência, tipos institucionais, transição para o mercado de trabalho e impacto do Fies. Esse evento faz parte de um projeto que envolve pesquisadores de cinco universidades brasileiras (IFCS/UFRRJ, UFF, Uniso, Unicamp e IPANMG).

Canal do Lapes no YouTube

Como os responsáveis pela execução das políticas de permanência entendem o próprio trabalho? O que eles pensam sobre os estudantes e serem atendidos? Eduardo Henrique Narciso Borges pesquisou o tema para tese de doutorado “Políticas de Permanência Estudantil: representações e práticas de gestores universitários”, defendida em 2022. Esse trabalho acaba de se transformar em um livro – o primeiro da série que será lançada pelo Laboratório de Pesquisa em Ensino Superior (LAPES). O livro foi publicado pela editora Appris.



<https://lapesbr.org/>

YouTube



“Diferenciação Institucional e Expansão Desigual do Ensino Superior: Estudos Cariocas e Brasileiros”



BORGES, Eduardo H. N.. Permanência estudantil na educação superior brasileira: percepções e práticas de gestores universitários. 2023.

Cursos

Formas Institucionais do Ensino Superior na América Latina (aulas disponíveis mediante solicitação)

CURSO DO PROJETO

FORMAS INSTITUCIONAIS DO ENSINO SUPERIOR NA AMÉRICA LATINA

Curso conjunto com 5 universidades (IFCS/UFRJ, UFF, UNICAMP, UNISO e IFNMG) online para estudantes de pós-graduação de todo Brasil e de instituições latino-americanas. A disciplina oferecida pelo PPGSA/ IFCS-UFRJ faz parte de um projeto que visa analisar os diferentes modelos institucionais, "minerar" dados e documentos relativos aos SES nos países estudados, além de produzir artigos e relatórios sobre o tema.

PESQUISA:

Existem modelos de ensino superior democráticos? Qual a importância de um modelo institucional universitário? Os modelos institucionais variam em outros países?

MATRÍCULAS
PPGSA/IFCS-UFRJ
ATÉ 7/03

mais informações
www.lapesbr.org

Projeto financiado por FAPERJ/FAPESP, pela SRHE e pelo CNPq.

Curso "Modelos Institucionais do Ensino Superior na América Latina" (em andamento – aulas disponíveis mediante solicitação)

LAPES

NESUB
Núcleo de Pesquisa em Ensino Superior da Universidade de Brasília

CURSO
MODELOS INSTITUCIONAIS DO ENSINO SUPERIOR NA AMÉRICA LATINA

Curso on-line oferecido pelo PPGSA/ IFCS- UFRJ e pela UnB

MATRÍCULAS
UFRJ - até 09/03
UnB - até 17/03

Início 19/03

- Modelos institucionais na Educação Superior
- Método Comparativo na análise da ES
- Construção e análise de modelos institucionais
- Aspectos da expansão e inclusão nos sistemas latino-americanos

O projeto, que deu origem a esse curso, visa analisar as políticas de Ensino Superior (ES) na América Latina, estabelecendo as principais características dos modelos institucionais do Brasil, da Argentina, do Chile, do Peru e do Uruguai.

Apoio: PPGSA/IFCS-UFRJ, UnB, SRHE, CNPq e Faperj

Curso “Modelos Institucionais do Ensino Superior na América Latina”.

A pesquisa desenvolvida pelo Lapes/UFRJ sobre o funcionamento dos sistemas de ensino superior e como eles podem ser analisados através de tipologias institucionais avançou e para compartilhar os nossos achados, criamos o curso online que está sendo oferecido pelo PPGSA/IFCS - UFRJ (disciplina do Programa de Pós-graduação) e pelo Núcleo de Pesquisas sobre o Ensino Superior -UnB (curso de extensão)
Todos os interessados podem participar!



Eixos temáticos

Modelos institucionais na Educação Superior
Método Comparativo na análise da ES
Construção e análise de modelos institucionais
Aspectos de expansão e inclusão nos sistemas latino-americanos

[O Curso](#)

Professores

