

## HIGHER EDUCATION IN BRAZIL: A STATIC ANALYSIS OF EDUCATIONAL INSTITUTIONS IN THE COUNTRY

### EDUCAÇÃO SUPERIOR NO BRASIL: UMA ANÁLISE ESTÁTICA DAS INSTITUIÇÕES DE ENSINO NO PAÍS

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**Abstract:** In this article we present a static analysis of the data made available by the National Institute of Educational Studies and Research Anísio Teixeira - INEP. Thus, we aim to analyze and describe the structure, distribution and organization of higher education in Brazil by assessing the number of HEIs within the national territory, in the quest to better understand the reality of Higher Education in Brazil. More specifically, an analysis was made of the microdata made available by INEP. One of INEP's main purposes is to develop research and assessments that take place regularly on the Brazilian educational system, issuing metrics so that it is possible to analyze the conditions found in the reality of these training spaces, thus contributing to the planning of interventions, formulation and implementation of public policies in the educational area that are minimally invasive, seeking to be more effective and consistent with the problems in which the country finds itself. The data in question in the research disregards the microdata made available by the Census of Higher Education in the year 2016, the process of quantitative analysis of the data mentioned above, occurred through the statistical software Statistical Package for the Social Sciences (SPSS), where it had as main purpose correlate variables for further analysis.

**Keywords:** Statistical Analysis. Statistical Processes. Education. Educational Demand. Educational Planning.

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**Resumo:** Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira - INEP. Assim, temos como objetivo analisar e descrever a estrutura, distribuição e organização da educação superior no Brasil avaliando o número de IES dentro do território nacional, nas buscas de compreender melhor a realidade da Educação Superior no Brasil. Mais especificamente, foi feita uma análise dos microdados disponibilizados pelo INEP. O INEP tem como uma das suas principais finalidades desenvolver pesquisas e avaliações que acontecem regularmente sobre o sistema educacional brasileiro, emitindo métricas para que seja possível analisar as condições que se encontram as realidade desses espaços de formação contribuindo assim para o planejamento de intervenções, formulação e implementação de políticas públicas na área educacional que sejam minimamente invasivas buscando ser mais efetivas e condizente com as problemáticas na qual se encontram o país. Os dados em questão na pesquisa desrespeitam os microdados disponibilizados pelo Censo da Educação Superior do ano de 2016, o processo de análise quantitativa dos dados supracitado, ocorreu por meio do software estatístico Statistical Package for the Social Sciences (SPSS), onde teve como principal finalidade correlacionar variáveis para posterior análise.

**Palavras-Chave:** Análise estatística. Processos estatísticos. Educação. Demanda educacional. Planejamento educacional.

## INITIAL DISCUSSIONS

Historically, public policies in Brazil have been marked and recognized for their contradictions, a perceptible condition throughout its history that ranges from the fall of Brazil to the incorporation of a democratic model. Over time, an incorporation and systematization of a political system based on exchange of favors was noticeable, a model carried out by a large majority of elected representatives, who, from a tangle of personal networks, seek to prioritize and guarantee privileges of a minority at the expense of a majority, and it is important to note that this minority does not represent even 1% of the Brazilian population.

The case explained above is exemplified and gains greater contrasts mainly today when declared in times of economic crisis there is an increase in the base salary of the Supreme Federal Court which currently reaches R\$ 33.7 thousand equivalent to 16 times the income of a worker who has a monthly income of R\$ 2,154. While the countries have a worsening in their indice development, an economic retraction with fall in investment and an exponential increase in unemployment.

In view of the reality presented, there is an increasing expansion of social inequalities and, consequently, a distortion and perpetuation of institutionalized contradictions in public policies carried out in the national territory, making it important and necessary to take into account that the investments made to maintain privileges and defray expenses, which often occur in a reckless manner part of a tax system mostly based on taxes on basic consumer products and which causes the indebtedness of individuals who make up the most vulnerable social and socioeconomic age groups in the country where the vast majority in the country does

not. not even the minimum necessary to have conditions worthy of living.

In view of this panorama, some reflexes of these contradictions are perceived in educational public policies in Brazil, which currently has invested approximately 6% of the Gross Domestic Product, which exceeds the average of the Organization for Economic Cooperation and Development which is 5.5%, ahead of countries like Argentina 5.3%, Colombia 4.7%, Chile 4.8%, Mexico 5.3% and the United States 5.4%. (Fiscal Aspects of Education in Brazil, p.2). Standing out in 2017 with a total of primary spending in the Union on education presented by the National Treasury Secretariat, values of the order of R \$ 117.2 billion, of which R \$ 75.4 billion with Higher Education and R\$ 34.6 billion in Basic Education, representing an investment of 64.33% and 35.67%, respectively.

It is also important to note that according to the Statistical Note of the Census of Higher Education made available by the National Institute of Educational Studies and Research Anísio Teixeira, Higher Education Institutions is primarily composed of administrative category of private education with a total of 87.9% (2,152). The current scenario records a significant increase in enrollments in distance learning courses, representing a universe of 21.2%, of which 90.6% are from private institutions, considering that 62.1 % of undergraduate courses are allocated in these educational institutions.

Among some bodies that are part of the sectors that seek to expand investments in education are the Federal Union, which is understood by the set of states, the federal district and the municipalities, which work autonomously. The Federal Union is responsible for technical organization and financial coordination, among other factors, which has provided a significant increase in opportunities for access to different training spaces due to an increase in investments in recent decades, arising from a struggle for the democratization of education and public policies that guarantee education as a right, presenting itself as a law in Art. 205 "Education, the right of all and the duty of the State and the family, will be promoted and encouraged with the collaboration of society, aiming at the full development of the person, their preparation for the exercise of citizenship and their qualification for work ". (Brazil, 1988)

Within this scenario, another phenomenon appears that has intensified in recent years, the commercialization of Higher Education with the massive emergence of Private Institutions, which are present in different types of organizations. According to the statistical note of the Census of Higher Education 2016 made available by National Institute of Educational Studies and Research Anísio Teixeira, private institutions represent within the national territory the largest organization that offers vacancies for studies, reaching approximately 93% of the total vacancies in undergraduate courses in 2016, where the public network corresponded to only 7% of the total of 10.6 million vacancies, in the distance learning mode, "from 2009 to 2013, the growth was 37.5%, reflecting a 50% growth in the network and a 10.5% drop in the public network. " (FIGUEIREDO, 2015, p.5).

This generates very serious implications that end up necessitating a deepening of policies and planning aimed at higher education, especially with regard to private HEIs which in the current context comprises a total of 75.3% (6,058,623) of enrollments corresponding to the undergraduate courses, so that there are 2.5 students in private schools for each student in public schools (INEP, 2016). And with an increase in the number of individuals enrolling in distance learning, reaching a total of 18.6% of the entire universe of enrollments in higher education (8,052,254), bringing implications for training as this is offered primarily to meet the needs labor market needs without even thinking about minimum quality standards, or forming critical and participative individuals based on technical education, not caring too much about the supply spaces or the infrastructure.

After the emergence of projects such as the Student Financing Program, the Support Program for Federal University Restructuring and Expansion Plans, the University for All Program, there was an increase in the offer of higher education courses. We are currently experiencing a political and social fragility mainly in the educational sectors, which suffers constant structural changes due to poor management of the resources made available and political instability that fails to define clear objectives to meet the wishes of the internal and external community of educational institutions, an issue that runs through the lack of long and medium term planning for education.

In the work prepared by Dourado (2011) entitled “National Education Plan (2011-2020): evaluation and perspectives” highlights two different world views of reality, in which one conceives public education as a social right and in contrast the other has the defense of private education. In this work, we intend to use the data made available by INEP to bring the contributions and reflections of current public educational policies, making a relationship between public and private HEIs in the construction of a society. Thus, we aim to analyze and describe the structure, distribution and organization of higher education in Brazil by assessing the number of HEIs within the national territory.

It is perceived historically with regard to the consolidation of the higher education system in Brazil a conflict between the different categories, which are polarized mainly between public-private and referring to the 1930s, with a confrontation that “will manifest itself through a dispute between public and private schools for hegemony in the field of education” (PINHEIRO apud FÁVERO, 1996, p. 258).

In an attempt to better understand the reality of Higher Education in Brazil, an analysis was made of the microdata provided by INEP, the National Institute of Educational Studies and Research Anísio Teixeira, which is linked to the Ministry of Education. INEP has as one of its main purposes to develop research and assessments that happen regularly on the Brazilian educational system, issuing metrics so that it is possible to analyze the conditions that are found in the reality of these training spaces, thus contributing to the planning of interventions,

formulation and implementation of public policies in the educational area that are minimally invasive, seeking to be more effective and consistent with the problems in which the country finds itself.

In some of the activities it performs, we have as an example the preparation and application of the National High School Exam (Enem), National Student Performance Exam (Enade), periodic evaluations of Brazilian basic and higher education, among other activities related to those mentioned. The data in question in the research disregards the microdata provided by the Higher Education Census of the year 2016, the process of quantitative analysis of the data mentioned above, occurred through the statistical software Statistical Package for the Social Sciences (SPSS), where it had as main purpose correlate variables for further analysis.

## RESULTS AND DISCUSSIONS

The national data presented by the 2017 Basic Education Census made available by National Institute of Educational Studies and Research Anísio Teixeira on the reality of Brazilian basic education when compared to the proposed reform of high school and the implementation of the Common Base National Curriculum against reality, already presented in the text, exposes inconsistencies. Observe a reinforcement of these inconsistencies when we analyze the data and we realize that of the 184,100 schools present in basic education a total of 78.3% (144,150 thousand) are from Municipal, State and Federal schools, figuring as institutions of public character in Brazil, since private institutions make up only 27.7% (51 thousand). Considering that in high school there are 7.9 million enrollments, of which 87.8% (6.936.200 million) are public responsibilities and 12.2% (963.800) are private, making it noticeable that the measures announced by the proposal from Common Base National Curriculum will demand greater spending from public coffers that is currently at its investment limit in the different segments that make up the Brazilian federation.

It appears that separately the figures presented above apparently do not present problems, but as the situations and distant realities that Basic Education is found in contrast to Higher Education and in relation to structure, human resources, among other related variables, there is an inconsistency as there are in fact 48.8 million enrollments registered in the EB while ES include only 8,052,254 individuals (Censo Escolar, 2016). As a result of these contradictions, some questions emerge that must be in vogue today: What are the criteria used for education planning in Brazil? How should the assumptions be made for each stage of Brazilian education? What should be the roles of Higher Education and Basic Education in Brazilian society? How to develop an educational model that allows the individual to effect changes in reality in different social dimensions?

Brazil's planning in the educational segment has taken basic measures to supposedly

improve education and which are mainly outlined by different educational systems that are apparently working in other countries. With this, they seek to minimize spending on education using different mechanisms, such as Homeschooling which provides for individual education, in which the student is taught by a qualified teacher, is an educational institution and the idea of a Voucher which consists of a financing program of a private school by the State to its citizens. This clearly contributes to the idea of privatizing this stage of education and consequently proposes a technical vision to meet market needs.

And in this way, it is totally disregarded that the educational reality of Brazil that is different from other countries and that in most cases still lacks investments in infrastructures and basic resources for its functioning, and that end up underestimating the real problems that plague professionals and the school and university community, not exercising interventions on fundamental issues such as: human resources, laboratories, continuing education for teachers and investment in these sectors would obviously have greater effects, in table 1 below, there are some data regarding internet access, participation in a social network and institutional repository at the , which provides an indication of the situation of various institutions in this regard, and it is important to emphasize that there are other points to be taken into account.

**Table 1** - Relationship of internet access, participation in social network and institutional repository in Higher Education Institutions.

IN_SERVICO_INTERNET				
	Frequency	Percentage	Valid percent	Cumulative percentage
Not	218	9,1	9,1	9,1
Yes	2189	90,9	90,9	100
<b>Total</b>	2407	100	100	
TABELA CRUZADA: IN_SERVICO_INTERNET * IN_PARTICIPA_REDE_SOCIAL				
	IN_PARTICIPA_REDE_SOCIAL		Total	
IN_SERVICO_INTERNE	Not	Yes		
Not	158	60	218	
Yes	799	1390	2189	
<b>Total</b>	957	1450	2407	
	IN_REPOSITORIO_INSTITUCIONAL		Total	
	Not	Yes		
IN_SERVICO_INTERNET	Not	163	55	218
	Yes	1272	917	2189
<b>Total</b>		1435	972	2407
IN_REPOSITORIO_INSTITUCIONAL				
	Frequency	Percentage	Valid percent	Cumulative percentage
Not	1435	59,6	59,6	59,6
Yes	972	40,4	40,4	100
<b>Total</b>	2407	100	100	

### IN\_PARTICIPA\_REDE\_SOCIAL

**Note:** created by the author (2020).

The first stage of analysis started from understanding the reality of the distribution and organization of HEIs in Brazil, thus outlining the number of institutions by region, thus seeking to identify the number of institutions and how they are distributed throughout the national territory. Using the data provided by INEP and SPSS, Table 2 was elaborated below, using five variables that correspond to the Center-West, Northeast, North, Southeast and South, respectively.

**Table 2** - Relationship between number of Higher Education Institutions by Region.

NO_REGIAO_IES					
		Frequency	Percentage	Percentage valid	Cumulative percentage
Válido	Midwest	240	10,0	10,0	10,0
	Northeast	480	19,9	19,9	29,9
	North	156	6,5	6,5	36,4
	Southeast	1126	46,8	46,8	83,2
	South	405	16,8	16,8	100,0
	Total	2407	100,0	100,0	

**Nota:** created by the author (2020).

With that, it was possible to identify and analyze how the distribution of HEIs in Brazil is by region, allowing us to perceive a centralization in the Southeast region of HEIs, with an exorbitant and significant portion of the total that represents 46.8% (1126), the region with the second largest quantity is the Northeast with 19.9% (480) of the total, followed by the South with 16.8% (405), and the Center-West with 10% (240), where is the north with lowest rate of only 6.5% (156).

Thus, in order to better understand the concentrations of higher HEI in certain regions and their implications, we sought to identify the amount of population in each of these regions, using the population estimate that are resident in Brazil provided by the Brazilian Institute of Geography and Statistics (IBGE) on July 1, 2018. Table 3 below presents some of the general data from the IBGE Demographic Census that was used in this analysis, thus making it possible to compare the list of individuals by HEI according to each region.

**Table 3** -Estimates of the resident population in Brazil and federative units.

Brazil and Federation Units	Estimated population
Brasil	208.494.900
North region	18.182.253
Northeast Region	56.760.780
Southeast region	87.711.946
South region	29.754.036
Midwest region	16.085.885

**Nota:** IBGE. Research Directorate - DPE - Coordination of Population and Social Indicators - COPIS.

The southeastern region, which has the highest number of HEIs and represents 42.07% of the Brazilian population, followed by the northeast, which expresses 27.22% and figures as the second largest region in terms of IES, with the south having 14.27%, Centro -West with 7.71%, and North 8.7%. Using these data, we sought to identify the number of institutions per person in each region, in which table 4 was obtained below:

**Table 4** - Estimates of the resident population in Brazil and federative units.

Brazil and Federation Units	Quantity of HEI	Estimated population	Individual / HEI
Brasil	2407	208.494.900	86,62
North region	156	18.182.253	116,55
Northeast region	480	56.760.780	188,25
Southeast region	1126	87.711.946	77,89
South region	405	29.754.036	73,46
Midwest region	240	16.085.885	67,02

**Fonte:** created by the author (2020).

Analyzing the data obtained, it was possible to identify that the region with the second lowest estimated population density rate (North Region) has the second highest ratio of Individual / HEI, and contradictorily the Southeast Region has the highest population rate and presents one of the lowest Individual to HEI ratios, as the Northeast Region with the second highest population rate “boasts” the highest Individual / HEI ratio which is up to 2.5 times higher than that of the Southeast.

In this way, it raises some questions such as: What are the criteria adopted that contribute to the Northeast and North regions that, in proportions of estimated population density, are in different positions, have the highest individual average per HEI? What would be the investment logic? Would it be the amount of population per region? Is this simply a reflection of the different economic, political and social stages of each of these regions? Or is this the result of the way public policies have been dealt with recently? These issues emerge and need to be addressed in future research. Another variable used in the research to identify the panorama of Higher Education in Brazil was the correlation of administrative category by Region, where Table 5 below was obtained:

**Table 5** -Correlation of administrative category by region.

CO_ADMINISTRATIVO*NO_REGIAO_IES						
CO_CATEGORIA_ADMINISTRATIVA	NO_REGIAO_IES					Total
	Midwest	Northeast	North	Southeast	South	
Federal Public	10	29	17	34	17	107
State Public	5	15	5	89	9	123
Municipal Public	1	19	2	20	3	45
Public for-profit	129	275	76	393	179	1052
Public non-profit	92	139	56	580	192	1059
Special	3	3	0	10	5	21
Total	240	480	156	1126	405	2407

**Nota:** created by the author (2020).



The data obtained in Table 5 indicate a domain in the administrative category of the private for-profit and non-profit modality in all regions of the country, evidencing a domain in the national territory of private institutions in which it disrespects Higher Education reinforcing the idea of education as a commodity. When taking as a dimension that the sum of these two mentioned segments represents 2111 of a universe with 2407 HEIs. Was this the result of a democratization or a commodification of Higher Education?

Based on the data, it can be inferred that there is clearly an exploration of Higher Education as a market product in this sector as these private institutions 973 HEIs are concentrated only in the Southeast region, attenuating a greater interest in this segment by regions that have a higher concentration of capital showing that it is not in their interest to seek to alleviate social inequalities, as insertion in regions with low capital concentration means less wealth and fewer individuals to buy your product and consequently less profit. In this way, even though public universities in our country are in urgent need of structural reforms, it becomes even more necessary in regions of low development, configuring it as an instrument of social transformation. After analyzing the administrative categories, another correlation was made now regarding the Academic Organization, which corresponds to 5 variables, these being the Federal Institute of Education, Science and Technology, University Center, Federal Center for Technological Education, Faculty and University. Each of these different Academic Organizations has a specific role within society. Using the correlation of the Organization Category and Regions, Table 6 below was obtained.

**Table 6** - Correlations between Category academic organization of university by region.

CO_ORGANIZACAO_ACADEMICA * NO_REGIAO_IES Cross tabulation						
	NO_REGIAO_IES					Total
	Center-West	North East	North	Southeast	South	
University	14	39	17	80	47	197
University center	15	18	10	94	29	166
College	206	412	122	941	323	2004
Federal Institute of Education, Science and Technology	5	11	7	9	6	38
Federal Education Center	0	0	0	2	0	2
Technological Total	240	480	156	1126	405	2407

**Nota:** created by the author (2020).

It is identified that due to its operating patterns, the Faculty is an Academic Organization that has the highest frequency in the national territory 83% (2004), which often has lower operating costs than the University, which represents 8% of the HEIs, it is important to note that much of this panorama occurs due to the fact that colleges do not have to perform postgraduate functions, which contributes to greater expansion in the number of this segment, tables 7, 8 and 9 were also elaborated.

**Table 7** - Attendance by Higher Education Institution according to the state acronyms

		SGL_UF_IES			
Sigla		Frequência	Porcentagem	Porcentagem válida	Porcentagem acumulativa
AC		11	0,5	0,5	0,5
AL		28	1,2	1,2	1,6
AM		19	0,8	0,8	2,4
AP		16	0,7	0,7	3,1
BA		121	5,0	5,0	8,1
CE		65	2,7	2,7	10,8
DF		59	2,5	2,5	13,3
ES		81	3,4	3,4	16,6
GO		88	3,7	3,7	20,3
MA		38	1,6	1,6	21,9
MG		298	12,4	12,4	34,2
MS		34	1,4	1,4	35,6
MT		59	2,5	2,5	38,1
PA		47	2,0	2,0	40,0
PB		40	1,7	1,7	41,7
PE		101	4,2	4,2	45,9
PI		41	1,7	1,7	47,6
PR		189	7,9	7,9	55,5
RJ		138	5,7	5,7	61,2
RN		28	1,2	1,2	62,4
RO		32	1,3	1,3	63,7
RR		7	0,3	0,3	64,0
RS		122	5,1	5,1	69,0
SC		94	3,9	3,9	73,0
SE		18	0,7	0,7	73,7
SP		609	25,3	25,3	99,0
TO		24	1,0	1,0	100,0
<b>Total</b>		<b>2407</b>	<b>100,0</b>	<b>100,0</b>	

**Nota:** created by the author (2020).

**Table 8** - Frequency Academic Organization by State acronym

SGL_UF_IES * CO_ORGANIZACAO_ACADEMICA Cross tabulation						
SGL_UF_IES	University	University center	college	Federal Institute of Education, Science and Technology	Federal Center for Technological Education	Total
AC	1	0	9	1	0	11
AL	3	3	21	1	0	28
AM	3	3	12	1	0	19
AP	2	0	13	1	0	16
BA	10	3	106	2	0	121
CE	7	4	53	1	0	65

DF	2	7	49	1	0	59
ES	2	4	74	1	0	81
GO	4	4	78	2	0	88
MA	3	0	34	1	0	38
MG	22	19	251	5	1	298
MS	5	2	26	1	0	34
MT	3	2	53	1	0	59
PA	6	2	38	1	0	47
PB	3	1	35	1	0	40
PE	5	4	90	2	0	101
PI	2	1	37	1	0	41
PR	15	11	162	1	0	189
RJ	17	18	100	2	1	138
RN	4	2	21	1	0	28
RO	1	2	28	1	0	32
RR	2	1	3	1	0	7
RS	19	8	92	3	0	122
SC	13	10	69	2	0	94
SE	2	0	15	1	0	18
SP	39	53	516	1	0	609
TO	2	2	19	1	0	24
Total	197	166	2004	38	2	2407

**Nota:** created by the author (2020).

**Table 9** - Correlation between states and Administrative Category

SGL_UF_IES * CO_CATEGORIA_ADMINISTRATIVA Cross tabulation							
SGL_UF_IES	CO_CATEGORIA_ADMINISTRATIVA						Total
	Federal Public	State Public	Public Municipal	Private for-profit	Private non-profit	Special	
AC	2	0	0	5	4	0	11
AL	2	2	0	12	12	0	28
AM	2	1	0	8	8	0	19
AP	2	1	0	8	5	0	16
BA	6	4	0	78	33	0	121
CE	4	3	0	40	18	0	65
DF	2	2	0	31	24	0	59
ES	2	1	2	31	45	0	81
GO	3	1	1	56	24	3	88
MA	2	1	0	28	7	0	38
MG	17	4	1	107	169	0	298
MS	3	1	0	8	22	0	34
MT	2	1	0	34	22	0	59
PA	5	1	0	30	11	0	47
PB	3	1	0	28	8	0	40
PE	5	1	19	34	39	3	101
PI	2	1	0	27	11	0	41
PR	4	7	1	97	79	1	189

RJ	10	13	2	22	89	2	138
RN	3	2	0	15	8	0	28
RO	2	0	0	12	18	0	32
RR	2	1	0	3	1	0	7
RS	9	1	0	44	68	0	122
SC	4	1	2	38	45	4	94
SE	2	0	0	13	3	0	18
SP	5	71	15	233	277	8	609
TO	2	1	2	10	9	0	24
Total	107	123	45	1052	1059	21	2407

**Nota:** created by the author (2020).

The distribution of HEIs by regional and state sectors presented in the tables above at first may seem to have no substantial meaning, but from the moment that one seeks to analyze the contradictions that are perpetuated in Brazilian society, as well as its agents, clearly finds a big problem is presented “face” as presented by Sguissardi (2008, p. 29), being that “[...] it is in higher education that one can verify [...] the problem of the relationship between education and regional diversity, or better, the biggest regional asymmetries can be seen in this field.” Based on this principle in this way, the bad distribution of Universities within the national territory has severe implications and that necessarily ends up generating a difference in investments in education by region, especially when it is in higher education that the concentration of public investments is in our country. Thus, social differences and opportunities for access to HEIs become a mere result of the objective and clear thoughtless educational policy that prioritizes favoring the development of regions that are already in more advanced stages of infrastructure and that currently have greater communication between their different fields. and that (un) consciously disparages less favored regions that need more attention and that underlie the margins. Therefore, “the expansion of higher education, in order to be democratic and not become mere massification, must be based on at least two components: equal access conditions, choice of courses and careers to be taken, and successful stay until the titration.” (SGUISSARDI, 2014, p. 81) Making this poor distribution of HEIs in the country a machine for reproducing social inequalities, and measures to alleviate this situation become necessary, being important

When analyzing the situation found in Brazil regarding public educational policies and the reductionism taken by the people who are at the head of national planning, we perceive a threat to the essence of the HEIs, especially the Universities, being able from these institutionalized measures to make these institutions at the mercy of the market and the preparation of labor with an exchange from an exclusively administrative organization to a solely corporate one. With this, it is necessary to critically discuss the way we are dealing with universities and how we do it as members and part of the HEI. Always keeping in mind the

different pretensions incorporated over time in these HEIs as founding principles, developing reflective - critical works, articulated with theoretical, social, technical, economic, political aspects, among others.

The policies implemented and in execution related to higher education show an increase in public-private initiatives, examples of such partnerships are programs such as Prouni and Fies, where there is the transfer of public funds to private HEIs as a purchase of services that most of them are manifested in a wave of undergraduate courses, and these policies are a great incentive and support for the privatization of this sector, which further reinforces.

**Table 10** - Total Enrollment in Undergraduate Courses - Face-to-face and Distance, by sex, Organization Academic and Academic Degree (Bachelor, Licentiate, Technologist and Not Applicable), by Federation Unit and Administrative Category at HEIs – 2016.

Federation unity / Administrative Category	Enrollment in On-campus and Distance Undergraduate Courses				
	Grand total	Universitys	Centers College students	Colleges	IF e CEFET
	Total	Total	Total	Total	Total
Brasil	8.048.701	4.322.092	1.415.147	2.146.870	164.592
Public	1.990.078	1.679.479	22.708	123.299	164.592
Federal	1.249.324	1.083.050	.	1.682	164.592
State	623.446	547.181	1.538	74.727	.
Municipal	117.308	49.248	21.170	46.890	.
Private	6.058.623	2.642.613	1.392.439	2.023.571	.

**Note:** Estatística National Institute of Educational Studies and Research Anísio Teixeira (2020).

**Table 11**

Idade	Percentual
Até 20 anos	0%
Entre 21 e 30 anos	10%
Entre 31 e 40 anos	20%
Entre 41 e 50 anos	30%
Acima de 51 anos	40%

**Note:** Estatística National Institute of Educational Studies and Research Anísio Teixeira (2020).

Analyzing the data in table 8 it is possible to observe a reaffirmation of this privatization process in higher education, projecting the number of enrollments and the expansion process of HEI in Brazil when comparing public and private institutions, it perceives a large number of enrollments in institutions up to 3 times higher than the number of enrollments in public institutions. In a study carried out on the reduction of the number of private institutions that occurred since 2010, it shows that this effect arose due to a sequence

of mergers of large companies in the industry that generated oligopolies in the educational sectors examples such as: Estácio, Ser Educacional, Ânima and Kroton-Anhanguera and not as a result of the greater offer of places by public education institutions.

## FINAL CONSIDERATIONS

During the development of this research, there was evidence of market influence and the concentration of capital in the distributions of private educational institutions at a higher level in the national territory, highlighting as a consequence of this a change from an educational environment to one based on market logic, starting from a false assumption of democratization and access to higher education.

In this context, it is important to emphasize that, in the authors' view, the expressive number of enrollments in HEIs presented in 2016 does not significantly allow the access of people who make up the low-income class, nor to enter, let alone maintain them within this educational level. , when it is understood that their monthly income does not offer the necessary conditions for them to be able to pay the existing private IES monthly fees.

As public education does not have the aforementioned tuition fees and that theoretically this class would be allowed access, there is an entrance exam for their admission that does not, however, match the teaching that this public has in basic education that many times it makes them choose to seek other means which ends up causing an inversion of values, where it becomes what would be public education, free and of quality reserved for an economically favored class. In this way, among the people who are part of the poorest strata and who are unable to access the public higher education network, they look for different institutional mechanisms to enter private education by being indebted and with a perpetuation of poverty among this population that contradictorily seeks an economic rise and social.

Finally, with this study we consider the need to broaden the discussions about educational policies, needing to broaden and deepen on some specific issues in the search for more details on the structures, social contributions, teaching work conditions, administrative technicians and students for the development of its activities, in order to characterize the real conditions of public and private HEIs, so that such research can cover issues of order such as: number of alumni, number of courses offered, evaluate the quality and level of education offered, absorption of labor market of trained professionals, curriculum, PPP, among other components that are part of the constitution of a course. Thus, the importance of the details that permeate this level of investigation is emphasized and due to the number of variables to be treated, it is indicated to do it by institution and if possible in a course to better address the particularities present.

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