



National Education Plans (2001-2010 and 2014-2024) in the Field of Higher Education: Advances and / or Setbacks.

Os Planos Nacionais de Educação (2001-2010 e 2014-2024) no Campo da Educação Superior: Avanços e/ou Recuos.

Planes Nacionales de Educación (2001-2010 y 2014-2024) en el Ámbito de la Educación Superior: Avances y / o Retrocesos.

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Reflections, studies, and research on higher education are important, especially those that address public policies, let alone when the analysis is made in relation to the National Education Plans (NEPs/PNEs) that are the guidelines that underpin the development of policies and actions for Brazilian education during the period of a decade. And that is what the authors Talita Zanferari and Maria de Lourdes Pinto de Almeida do in the book "The National Education Plans (2001-2010 and 2014-2024) in the field of higher education: advances and/or setbacks", published in August 2019 by the Publisher "Mercado de Letras", in Portuguese and also available in Spanish in the Network of Virtual Libraries of the Latin American Council of Social Sciences – (LACSS/CLACSO).

Making a brief presentation of the authors of the work: Professor Talita Zanferari has a master's degree in education from the University of the West of Santa Catarina – (Uwsc/Unoesc), where she works as a teacher, and is a researcher member of the Study and Research Group in Higher Education in the Southern Region – (SRGHE SOUTH/GEEPES SUL) and the Study and Research Network in Higher Education Processes and Policies – (SRNHEPP/RIEPPES) Unoesc/Unicamp. Professor Maria de Lourdes Pinto de Almeida holds a post-doctoral degree in Politics and Science and Technology from the State University of Campinas - Unicamp, coordinates SRNHEPP/RIEPPES Unoesc/Unicamp and SRGHE SOUTH/GEEPES SUL), is the assistant coordinator of the International Group for Higher Education – (IGHE/GIEPES)-Unicamp and assistant editor of the International Journal of Higher Education – (IJHE/RIESup), and has been a member of GT 11 - Politics of Higher Education of the National Association for Postgraduate Education and Research in Education – (Pedre/Anped) for 30 years.

This book is the result of a research carried out in the Master's thesis modality that analyzed the goals for higher education in the last two NEPs/PNEs that comprise the periods of 2001 - 2010 and 2014 - 2024, respectively, discussing their reversals and progress.

With a clear and objective writing, the book has a chain of chapters that makes it possible to understand the research as a whole, from its motivations and theoretical-methodological foundations to its findings and final considerations, through its process and methodological procedures. The objective of the study is to analyze the advances and/or setbacks of the National Education Plans (2001 - 2010 and 2014 - 2024) based on the goals presented for higher education.

The work is prefaced by Professor Marilda Pasqual Schneider, who offers us a debate on how the NEPs/PNEs are deconstructed by conservative governments. The introduction, final considerations and three chapters are presented in the sequence of the book.

In the introduction, Zanferari and Almeida discuss how international agencies interfere in Brazilian education and how this social and economic interference affects higher education institutions. In a succinct manner, they explain for what purpose the NEPs/PNEs were elaborated, what their periods of validity were, and how the National Education Conferences – (Nec/Conae) contributed to the construction of the NEP/PNE.

The introduction also deals with the historical period experienced in Brazil during the elaboration of the NEPS/PNEs until the year 2017 and points out the fact that in the history of Brazilian education several attempts were made to elaborate national plans, but only two were approved, this being the justification presented by the choice of the NEPs/PNEs from 2001 - 2010 and 2014 - 2024. For the development of research, the critical historical methodology was used in order to "overcome the reproductive nature of critical analysis in the educational field" (p. 23).

Chapter 1 - Theoretical and methodological foundations of research" presents the methodology used in research to delimit the field of scientific knowledge. From the survey of data in the virtual bases Scielo - Scientific Electronic Library Online, BIIST/IBICT - Brazilian Institute of Information on Science and Technology, Virtual Library of Unicamp - State University of Campinas and, with time cut from 2001 to 2016, the authors conducted a search for Brazilian academic productions dealing with NEPs/PNEs, goals of higher education, policies of higher education and NEC/CONAE - (descriptors / keywords of research).

In this first stage of the research, they located 1117 publications and, making a more specific selection, they filtered 229 studies, 27 of which were pre-selected, analyzed and discussed during the first chapter. Besides presenting the contextualization of the dissertation with the scientific production already developed on the subject, Zanferari and Almeida also presented the methodological and structural characteristics undertaken in the study.

In this way, the mapping of what had already been produced on the theme investigated was grouped in tables that contemplate the collections where they were found and discussed, in a way that demonstrates that such methodology allowed the authors to gain the necessary theoretical padding for the research, and, besides providing the evaluation of the productions, made it possible to complement the discussions about the problem.

Chapter 2 - National Education Plan (2001 - 2010 and 2014 - 2024): genesis, history and development" has the objective of historicizing the NEP/PNE (2001 - 2010 and 2014 - 2024) to understand the historical process of its elaboration, from the developmental period until the year 2017. Using the historical-critical methodology, an exposition of the historical context of the changes that education has gone through during the course of the elaboration of the analyzed plans is presented. For this purpose, the Manifesto of the Pioneers of Escola Nova was taken as the starting point.

For Zanferari e Almeida (2019, p. 91) "contextualizing the National Education Plan from its origin to the new formulations" is necessary in order to understand the discourse used by the State regarding education in Brazil and its proposals for action subsequent to the elaboration of the plans.

After exposing the precedents of the elaboration of the NEP/PNE and the nuances of the document regarding the Brazilian political and social scenario at different historical moments, chapter 2 begins to deal with the specific debate on each plan, exposing its objectives, goals and priorities. It also highlights that the creation and approval of the NEP/PNE (2001 - 2010) is cited as a step forward, given that it has come closer to the needs of its historical moment; and also that its finalization in 2010 came with many goals and indicators not achieved, as there was no satisfactory follow-up and monitoring of what was planned during the plan's lifetime.

In the sequence, chapter 2 emphasizes that the approval of the next NEP/PNE, in 2014, came with a compressed amount of goals (20 in total), being this point, seen as a positive factor, however, "in the background, it is uncharacterized by the fact that the Plan has two hundred and fifty-four strategies, which cannot be disarticulated from the goals" (p. 118).

The authors conclude this chapter by making a counterpoint between the advances and setbacks among the NEPs/PNEs, and cite the importance of civil society participation in the 2014 plan. They highlight Saviani's (2014) thinking about the advances regarding the incorporation into the NEP/PNE of historical claims of educators.

The third chapter entitled "Advances and/or setbacks of the National Education Plan (2014 - 2024)" permeates a discussion regarding higher education present in the NEPs/PNEs, beginning with the verification of goals for this level of education, highlighting that "both NEPs brought specific goals with the intention of alleviating difficulties encountered, from structure to democratization of access to the institution of higher education" (p. 93).

Zanferari and Almeida, point out that the NEP/PNE (2001 - 2010) had 35 goals for higher education, four of which were vetoed by the FHC government (Brazil 2001). According to the authors in this period, Brazil was a country with social inequality, high rates of illiteracy and few Brazilians accessing higher education, and therefore the first NEP/PNE concentrated actions to democratize this access.

Throughout the text, arguments are being presented that illustrate the scenario that culminated in the elaboration of the next plan, which included the realization of Nec/Conae (2010). The authors point out that the NEP/PNE (2014 - 2024) had a reduction of goals for higher education (total of 20), but highlight that even though it was announced that reducing the number of goals would be a real possibility of achieving them, in fact, the plan brought forty-five strategies linked to the goals (as a possibility to make them applicable).

In this way, the work presents the discussion of what the NEP/PNE (2014 - 2024) advanced and retreated in relation to the previous NEP/PNE in higher education, demonstrating through an expository chart (pages 96 and 97) what each goal is about in both plans, followed by the respective considerations that emerged from its study.

Also in the third chapter, Zanferari and Almeida address that through the analysis of both plans, it was possible to visualize continuity and repetition of the goals for higher education, and that the NEP/PNE (2001 - 2010) can be pointed out as an advance, considering that its elaboration counted on the contribution of researchers through the Nec/Conaes. In relation to the NEP/PNE (2014 - 2024), the context demonstrated the total lack of interest on the part of the government in its objectives getting off paper. This setback is mainly centered on the lack of sequence of the previous plan, since its implementation took place 3 years after its elaboration. At the conclusion of this discussion, a reflexive analysis is made of the arduous struggle for the rights to education and "the role that higher education has taken and that from the government's actions, tend to be legitimized as, for example, the entrepreneurship of education, the increase of vacancies for distance learning" (p. 113). According to the authors, these issues may distort the role of this level of Brazilian education.

In the final considerations, Zanferari and Almeida revisit the findings of the research, promote reflection, and warn of the lack of characterization of public policies in Brazil marked by the contingency of Prouni and Fies scholarships, the de-bureaucratization of EaD and the freezing of public spending for twenty years, including the education sector. Given this context, and especially "without financing until 2036, is it possible to make any of the NEP/PNE goals applicable? (p.111). Also mentioned is the expectation that higher education can "develop people and provide access to knowledge for the integral formation of the subject, making it active, participatory, empowered and with intellectual conditions to make their choices in a society with class struggles" (p.119).

The work is finalized with the indication that more studies are carried out with a critical view of higher education and its policies.

The reading of the book "National education plans (2001 - 2010 and 2014 - 2024) in the field of higher education: advances and/or setbacks" allows us to state that it is an important contribution to the field of higher education research and public policies because it analyzes the goals of higher education present in the two NEP/PNEs and carries out analysis indicating setbacks and advances. It will certainly become a timeless work of reference for researchers of higher education in Brazil in the field of public policies.

It is a recommended reading for all who work in the field of education regardless of their work in school or higher education, because according to the authors of the book "we must never forget that the teacher who goes to school is the university" (ZANFERARI e ALMEIDA, 2019, s.p.). It is a work especially indicated for researchers who want to know and discuss higher education policies in Brazil based on the NEPs/PNEs.