

# International Journal of Human Sciences Research

## THE CONSTITUTION OF THE ACADEMIC FIELD IN EDUCATIONAL POLICY IN THE NORTHEAST REGION OF BRAZIL<sup>1</sup>

---

*Isac Pimentel Guimarães*

Doctor in Education, Federal University  
of São Carlos, São Paulo (UFSCar).

All content in this magazine is licensed under a Creative Commons Attribution License. Attribution-Non-Commercial-Non-Derivatives 4.0 International (CC BY-NC-ND 4.0).



---

1. Research funded by the National Council for Scientific and Technological Development (CNPq), in the period 2012-2016 and approved by the Ethics Committee in Research on Human Beings of the Federal University of São Carlos (UFSCar); initially presented at the XXXI Congreso de la Asociación Latinoamericana de Sociología (ALAS) – “*Latin American open spaces. La Sociología en tiempos de cambio*”, Montevideo (Uruguay), December 3 to 8, 2017.

**ABSTRACT:** The present study seeks to investigate the relationship between the standards of scientific production and the training academic policy, through the struggles generated between the different positions of agents belonging to the field of Educational Policy of the *stricto sensu* Postgraduate Education programs in the Northeast region of Brazil. To this end, supported by sociological practice and the Pierre Bourdieu's scientific field theory, the emphasis falls on the agent that produces one academic work representation on the subject of a scientific and institutionalized nature, as well as the social conditions of its practice. The agents within such a space, endowed with a system of dispositions, with specific competencies, different types of capital and their interests, confront each other in the struggle to legitimize a certain conception about the themes, local and regional; which is, above all, a way of looking at the academic social world. Methodologically, we sought to establish the structure of the production academic space, through the use of structured interviews, so that the formation trajectories could be identified academic-professional of the agents and the conditions of scientific production. The organization of the field takes place, above all, through the disputes undertaken by peers in the search for scientific authority, that is, the conquest of scientific credit has fundamental importance in the publishing market, where research results gain projections at scientific community and turn into credits that, consequently, are exchanged for others.

**Keywords:** Educational Policy; Scientific Field; Scientific production; Northeast Region.

## INTRODUCTION

What are the possibilities of studying the academic field and what are the implications and/ or scientific benefit? The academic field is the locus constituted by relationships carried out by agents whose objective is the production of scientific and academic knowledge, through a social practice legitimized and recognized by peers that is composed of different types of capital and academic provisions, materialized in the positions taken by the agents, which makes the battles of classifications and define what will belong to the scientific field, the place where the different *enjeux*<sup>2</sup> of power are produced.

A given field of knowledge can be considered an arena of power that manifests itself essentially symbolically and through the performance of capital properties. The organization of the field takes place, above all, through the disputes undertaken by peers in the search for scientific authority, that is, the conquest of scientific credit has fundamental importance in the market of scientific publications – the consolidated production of scientific articles, books and book chapters – in which research results gain projections at scientific community and turn into credits that, consequently, are exchanged for others (Bourdieu, 1983).

Therefore, the question that insists on guiding this work is the following: How the production of scientific knowledge is constituted strategy of legitimacy among peers in the field of Educational Policy in the Graduate Programs in Education in Northeast Brazil (PPGE/NE), in contexts determined by regional asymmetries?

This research is part of the universe of production at academic line of research in

---

2. Understood as a product of competition between space players, that is, a vision of the social world. For Bernoux (1985, p. 164), in his book *La Sociologie des Organisations*, "each value that each one assigns to an action; what can be gained or lost beyond the goals of action; earning the esteem of others by achieving a difficult action is an *enjeux*. In a conflict, there are always more or less hidden *desejeux* (of power) behind the declared objectives".

Educational Policy, Graduate Programs in Education, at master 's and doctoral levels, from the nine states of the Northeast region of Brazil: Alagoas -AL (PPGE/UFAL), Bahia -BA (PPGE/UFBA, PPGEduc /UNEB, PPGE/UEFS, PPGE/UESB), Ceará-CE (PPGE/UFC, PPGE/UECE), Maranhão-MA (PPGE/UFMA), Paraíba-PB (PPGE/UFPB), Pernambuco-PE (PPGE /UFPE), Piauí-PI (PPGE/UFPI), Rio Grande do Norte-RN (PPGE/UFRN) and Sergipe-SE (PPGE/UFS) –, inconfiguration of institutionalized scientific production and in the circulation.

Institutionalization can be understood as an arrangement of the apparatus for the production of research and the disclosure in the médium academic, which involves, above all, the way in which postgraduate and research associations, universities and funding agencies in Brazil, such as the Coordination for the Improvement of Higher Education Personnel (CAPES) and the National Council for Scientific Development and Technological (CNPq), enable agents to approach the scientific field for the production of scientific journals and events in the country and to conclude agréments institutions for scientific exchange with international centers.

The direction for the Northeast Region was mainly due to the fact that it represents the locus of cultural, political and social formation of the country, in an unequal historical process of distribution of the goods and wealth produced, with deep territorial marks of power, which reflect the of doing research in universities and scientific and technological development.

The academic world is engendered by a complex field of strategic forces, formed by specialists- intellectuals who are delegated to produce scientific knowledge and building regimes of truths<sup>3</sup>. Thus, the symbolic

3. It also understands the status of truth as a construction, the result of multiple struggles and confrontations, in which process defining “the set of things that are true to discover or to be accepted [...], the set of rules according to which the true and the false are distinguished and attributed to real specific effects of power” (Foucault, 1989, p. 13).

domination, generated by the so-called nobility of the State, provides the taking of dominant positions in favor of the search for obtaining academic recognition through titles and intermediates of competency attributes for human achievement.

For the development of the study, it became necessary recognize academic agents, historically situated, as holders of specific values and socially defined interests. The study of the field of Educational Policy takes one emblematic position in this process of reformulation of the social world, since the community that rises, at this moment of inflection of Brazilian society, provides important contributions to the production of scientific knowledge, in the Graduate Programs. (capital and power).

## **EDUCATIONAL POLICY AS A FIELD OF RESEARCH IN BRAZIL AND LATIN AMERICA**

Educational Policy has proved to be a field in formation, with an increase in the number of publications of scientific articles in specialized journals in the area of education, which deal with the history and processes of constitution of the academic field in convergence with various themes, in different areas., as observed by Brazilian (Arosa, 2013; Azevedo & Aguiar, 2001; Krawczyk, 2013 ; Guimarães, 2016 ; Santos & Azevedo, 2009; Mainardes, 2017, 2018) and Latin American (Barroso ; et. al, 2007; Garcias Franco, 2007) scholars. 2014; Jiménez Eguizabal; Cámara &Rico, 2013; Mendonca, 2012).

The movement to consolidate the field of investigation in educational policy in the academic environment has become a constant in Latin American debates. The investigations about the “*History of the field of educational policy*” nucleated by the Red

*Latino americana de Estudios Epistemológicos en Política Educativa* - ReLePe <sup>4</sup>, presents important studies to understand the theoretical-methodological character that has been directing those researched in the field of Educational Policy in Brazil and in Latin America.

With the institutionalization of the field and the training of researchers to prepare curricular programs in spaces similar to those of Argentina, Chile, Mexico and Colombia, it can be said “that the process of constituting the field of educational policy as a theoretical field in Latin America transcurrió between 1950 and 1970” (Tello, 2012:288).

The field of educational policy has crossed several theoretical and philosophical currents since its inception. The coverage levels range from democratic politics to the social sciences and educational reality. Thus, the current situation in the field has provided ruptures and continuity for the understanding of historical processes.

In 1960, it is observed that educational policy was centered on the analysis of reports and on educational legislation, supported by the jurisprudence of Noberto Bobbio. From that moment on, its focus starts to have planning as a fundamental part to understand the institutionalization and strengthening of scientific knowledge in the regions through the collaboration process.

In turn, a critical approach emerges, questioning the functioning of the school system and giving rise to ethnographic studies within educational policies. The last phase began in the 1980s, when Latin American democracies were established, focusing on school administration and management based on neoliberal ideas <sup>5</sup>.

The diffusion of studies in educational

policy reaches Europe and is present in postgraduate courses in education and constituting a discipline in the training of professionals in the European context of 20 countries and 112 universities, in 170 training programs. It is necessary, however, to pay attention to the fact that educational policy becomes even more important when taken as a normative discipline, since, loaded with value, it must have a precisely delimited object and method.

The field of educational policy is shared by theoretical and methodological conceptions, which produce new knowledge (investigations) and which thus circulates scientific knowledge (training academic). Under the epistemological focus of educational policy, Tello (2012) is supported by the study “*The political and the scientific*”, by Marx Weber, and points to the need for differentiation conceptual : “Educational Policy” (in the singular, when it is intended to analyze political phenomena) and “Educational Policies ” (in the plural, to characterize political positions).

In Brazil, it must be noted that studies on educational policy have intensified, especially after the promulgation of the Federal Constitution of Brazil of 1988 and the Law of Directives and Bases of National Education (LDBEN n°. 9394/1996 ), linked to the social contexts and political, of the relationship between State and society, as reflected in the literature of the time.

Thus, it is necessary to address the context in which research on educational policy is dealt with, as well as its character emergency that demonstrates the difficulties social conditions experienced by the Brazilian population and the conditions to rethink the place of education in this scenery.

4. ReLePe was created in 2011, in cooperation with Argentine and Brazilian universities, with the aim of expanding discussions on epistemological issues and theoretical-methodological rigor in the field of educational policy.

5. It is important to consider that the field of educational policy has its foundations in the Social Sciences, which requires a new space for epistemological reflections far from the “neoliberal storm” ( Torres, 2008 ).

Various events contributed to the formation of the field of Brazilian Educational Policy, in which the political and social contexts of the period began to provide important elements for the development of scientific research. Result of the growth of industrialization in the 1930s, the scene became fertile for discussions about public education policies and the professional education system. Among the relevant events, we can mention the Manifestation of the Pioneers of New Education.

In 1940, research in education was established, mainly with the creation of INEP, and, from this decade until 1960, these researches began to be influenced by Economics, highlighting the works that approached the perspective of the Theory of Human Capital, with emphasis on issues related to the cost planning, efficiency and \_ \_ technologies for teaching professionalizing. It is worth remembering that it was during this period that the National Postgraduate System in Brazil was created, at a time when the universities were responsible for scientific production and the training of human resources.

Between 1970 and 1980, the works academics focus on the capitalist State and reproducer of the social order, in the face of its omission in relation at social questions and population needs. This context reflects the end of the military regime and the democratic transition of the country, very present in the authors' discourse. The following decade, the 1990s, is permeated by expectations about teaching and the role of the school based on democratic management and the direction of investments in education in municipalities.

Santos & Azevedo (2009:543) point out that, from the 1980s, in conducting research in education, especially with the political opening, numerous critical studies were present in order to conduct educational

policies, which sought to emphasize "irregularities, administrative inconsistencies / in consequences and theoretical - practical inconsistencies about implemented processes, among others analytical perspectives in this sense". This situation was condition to point out viable alternatives for the conduction and effectiveness of Brazilian public policies, thanks to the emblematic movement of graduate studies during the military regime.

For the constitution of the field of Educational Policy, it is necessary to observe the formation of some academic and institutional apparatuses, important for the diffusion and circulation of knowledge : i) In 1944, the Revista Brasileira de Estudos Pedagógicos (RBEP) was created within the scope of INEP ; ii ) In 1961, the National Association of School Administration Teachers (ANPAE); iii ) In 1976, the National Association of Graduate Studies and Research in Education (ANPEd) and its respective Working Groups were founded ; and iv) Within the scope of the 10th Annual Meeting of ANPEd, in 1987, GT 5 - State and Educational Policy was created.

Wittmann & Gracindo (2001) and Souza (2019) developed extensive collaborative work between Brazilian researchers to present "the state of the art in education policy and management", in the periods from 1991 to 1997 and 1998 to 2015, respectively. The data revealed that most studies analyzed in theses and dissertations correspond to education policies and the training and performance of education professionals, have little production on school management and university administration.

The scientific field is formed by a objective structure, in which agents, endowed with a specific type of capital acquired during their academic trajectory and professional, are used, through struggles classifications, to dominate the spaces of production and the monopoly of scientific authority. With Indeed, the universe

of the most “pure” science “is a social field like any other, with your power relations and monopolies, their struggles and strategies, their interests and profits, but where all these *invariants* take on specific forms” (Bourdieu, 1983:122).

The operation of the field is linked at agents’ dispositions to play the game. The term “*illusio*” expresses the interest that partners have to play, to be trapped and involved in the field. This interest depends, times, the position occupied by the agents and their share of participation in the game.

The occurrence of the game is only possible if the agents are willing to play and endowed with *habitus* <sup>6</sup>, or that is, of implicit provisions in the field that allow the knowledge and recognition of laws and mechanisms that emanate from the field and guide agents to unconsciously react under certain circumstances, generating practices, perceptions and attitudes.

## METHODOLOGY

For the development of this study, it was necessary to take the academic field of Educational Policy in the Northeast region of Brazil as object of research, seeking to unveil its structures, practices, conflicts, struggles and modes of domination, since the knowledge producing agents, within this space, are endowed with provisions, with specific competences, different kinds of capital, which confront each other to legitimize a conception of the academic- social world.

Methodologically, the study sought to establish the structure of the production space in Educational Policy, as well as exploring the logic of competition struggles in this space. The supposed battles that take place around the game to impose discourses on the numerous academically valid themes

6. the *habitus* becomes only effective functioning of the field, but the condition for it to move and function continuously, “but insofar as it is the product of social relationships it tends to ensure the reproduction of these same objective relationships that engender it” (Ortiz, 1983:15).

that are in this field, understood as positions taken by agents in relation to their own universe of social practices.

Particularly, we chose to use the technique of structured interview, with the producing agents in the scientific field in Educational Policy, which consists of “interrogating the actors and using them, as resources for understanding social realities, [constituting] one of the great advantages of social sciences over the natural sciences, which are interested in objects devoid of words” (Poupart, 2010). In the words of Bourdieu, Chamboredon & Passeron (1968:56), as emphasized by Poupart (2010:215), “is, perhaps, the curse of the human sciences, with an object that speaks”.

Based on the universe of 95 permanent and accredited researchers to the programs, 20 agreed to participate in the interviews, identified in this study through the labels *Interviewee\_01* to *Interviewee\_20*, as a way of preserving their identities. Each researcher, clearly named in this research, it was understood as a constructed element (Bourdieu, 1984:36), or that is, marked by a finite set of properties, explicitly defined, which differs – by a system of different assimilables – from the sets of properties that characterize or others individuals. This mechanism provides an understanding of the role and positioning of the researcher in the space constructed of differences, produced essentially by defining the finite set of active variables.

## DATA ANALYSIS AND DISCUSSION

### THE STRUCTURE OF RESEARCH LINES AND THE CONDITIONS FOR THE PRODUCTION OF SCIENTIFIC KNOWLEDGE IN EDUCATIONAL POLICY.

The study of knowledge production, allied to Pierre Bourdieu’s theory of the legitimacy

of the scientific field, leads us to carry out some questions about the constitution of the academic field in Educational Policy: To what extent does the structure of the program's research lines produce difficulties to give visibility what is produced?

The line has three subgroups: my line deals with educational assessment that has been working with teaching and learning, focusing on techniques to estimate the value added by schools in this learning issue. We have another group that addresses curriculum assessment and its components and how these align or link to student learning, quality, and level of learning. The last group works with institutional evaluation, estimating the value and contribution of institutions, schools, universities in terms of student progress and the quality of learning. (Interviewee 02)

The relationship between peers presents itself on an "unequal ground", favorable to a few possibilities for changes in your own formation axis. It is therefore necessary to understand the university as a social agent and place of knowledge production, where it is possible keep one relative position with elsewhere, since research and postgraduate are involved in a physical and social order.

The social use of the academic apparatus constitutes strategy for the establishment of legitimate issues, which deserve to be studied and belong to the universe of social and political interests in the field of Educational Policy, information of lines and research groups that disseminate discussions around a legitimate academic object. These groups allow different agents to take different positions in these spaces, which will determine the chances of success in space academic university, with the objective of imposing the legitimacy of the studied

subjects.

Most lines of research in Educational Policy are being restructured on the recommendation of CAPES. The lack of delimitation of studies around educational policy has been a worrying factor in the development of works, but "with the 'restructuring' of the lines of research, we will have more visibility in the area" (Interviewee\_14).

When we think about the structure of the line, we think of something that makes our work easier, but the big problem is the vehicle for disseminating knowledge, we produce well, we have actions and projects within the scope of PIBIC, extension, PPGE. **It is very difficult to produce knowledge in the Northeast. It's very uneven.** (Interviewee 04)

Azevedo & Aguiar (2001) emphasize that the heterogeneity of scientific production and the dispersion of research objects in the Line make it impossible to accumulate knowledge, to the point of expressing "a research program", desired for the strengthening of a particular scientific field, or that is, the narrow theoretical-methodological relationship of researchers and intensive collaboration would allow larger consistency in work and better degree of delimitation. This scenario is analogous to the one found by the authors in 2001: "existence of potentialities that indicate a field of investigation under construction and, therefore, still without tradition, but which has ANPED in this its strengthening, legitimation and institutionalization process" (Azevedo & Aguiar, 2001:63).

Furthermore, the lines of research have bumped into at CAPES<sup>7</sup> own evaluation system to leverage scientific production. The evaluation parameters have made it difficult

---

7. The Evaluation System developed by CAPES can be divided into two different processes that refer to the entry and permanence of master's and doctoral courses in the National Postgraduate System in Brazil. The Quadrennial Assessment is part of the Permanence process, and is carried out in 49 assessment areas, the number in effect in 2020, following a systematic and set of basic requirements established by the Scientific Technical Council of Higher Education (CTC-ES). The results of the periodic

to research on equal terms with programs in the South and Southeast regions of the country, since working conditions are quite discrepant and research funding becomes increasingly scarce. That has reflected, mainly, when publishing works in journals with greatest impact factor, or that is, as conditions of visibility within the scientific community.

The line faces certain difficulties in locating and following some parameters established by the bodies that regulate postgraduate studies in the country. I mean specifically at requirements of CAPES, in terms of respect to intellectual production. Some colleagues have had difficulties in following these parameters, to respect those quality criteria established by CAPES. It is what contaminates and, of course, way, weakens some research groups, and mine is no different, in following these intellectual production criteria or another colleague who can not increase your intellectual production at CAPES requirements. These are occasional problems. (Interviewee\_15)

At conception of Bourdieu (2011), in the spaces of production of the theme, the struggle of academic elites, to impose their way of seeing and thinking, may not be perceived as such. In the field of Educational Policy, agents try to bring to yourself the members of the line that disperse their objects of study and threaten their organicity (Guimarães, 2018).

## THE RITUAL OF CONSECRATION AND INSERTION OF NEWMEMBERS IN THE FIELD OF EDUCATIONAL POLICY

The operation of the field is conditioned to the provisions of your members, to join forces so that its foundations are brought into conformity with the principles of its existence.

---

evaluation of graduate programs are expressed in grades, on a scale of 1 to 7, which are assigned to the Program after analysis of indicators referring to the period evaluated. These results are the basis for the deliberation of the National Education Council - CNE/MEC on which courses will obtain the renewal of recognition for the continuity of operation in the subsequent period. Available at: <<https://www.gov.br/capes/pt-br>>. Accessed on April 28, 2022.

That would determine those agents who are worthy of joining the group, of being part of it, of composing the group itself, in the sense of demonstrating their fidelity and your conviction to the group.

The following context is revealing of the situation current lines of research, marked by the establishment of legitimate questions, those that deserve to be studied by the group. The agents, who are present, dictate their own rules of the game, transforming the rural social areas, in places for their permanence.

The configuration of the Educational Policy space allows demonstrating a game of struggles between groups, explicitly distinct, present in the programs, in which the pattern of the existing institutionalization, as well as the exploration of the logics of the competitive struggles in this space, take place around the game to impose a legitimate discourse on the subject.

Real right of entry into the group, what is called “spirit of body” (or in its different specifications. The “legal spirit”, “philosophical”, “polytechnic”, etc.), that is, this visceral form of recognition of everything that makes the group’s existence, its identity, your true, and that the group must reproduce to \_reproduce, appears as undefinable only because it is irreducible at technical definitions of the competence officially required upon entry into the group. (Bourdieu, 2011:87)

The processes of insertion and acceptance of new members (mentors) to lines of research are guided by the requirements of CAPES, as a way of subsequently adapt to assessments quadrennials. In general, the programs present reduced number of permanent teachers and collaborators and the lines of Educational Policy are fragile in this process, as attested by *Interviewee 16*, who tries to



encourage their being instructed to accredit, in the future, to the line.

The program establishes criteria adopted for the APCN (Postgraduate Proposal Submission Form) which establishes some general guidelines for the profile of the teaching staff. We have permanent professors and collaborators, these with one evaluation most flexible regarding scientific production; the permanent ones with two products qualified each year, equivalent to the qualis B2. (Interviewee\_16)

It is noteworthy that the rules elaborated by the group itself (line and/ or program) that express the forces that converge to the selection of the member, whose characteristics are ideal to be part of the elite that is formed and the ritual of consecration, many times demonstrated as a frustrating experience. The insertion of new researchers (permanent and collaborators) to the field is conditioned to the internal regiment of the programs, taking into account the distinction of academic production.

have to have one series of characteristics that we demand, teacher and researcher with some "stamp", which already demonstrate a type of production already more "advantaged", intellectual production. Then have the criteria that we already established. It's not any and all researcher who can compose the group, has to follow the criteria related to your status as a researcher. (Interviewee 02; emphasis was added)

There are few universes that are capable of printing so much freedom and institutional support to the games of self-dissimulation and the gap between representation and truth experienced in the academic field. This allows, the authorization of the "*cleavage of the self*", a way of making all perceived objective truths coexist and, thus, allowing the most devoid of symbolic capital trying to survive in a "[...] struggle of all against all in which each one depends on all the others, at the same time

competitors and customers, adversaries and judges, for the determination of their truth and of its value, that is, of its symbolic death" (Bourdieu, 2011: 42).

## COLLABORATION, ARTICULATION AND PROJECT DEVELOPMENT NETWORKS

The process of interaction between peers, for the establishment of legitimate questions, has been constituted in a competition move or collaboration to equalize the regional asymmetries? in your institutionalization, it is possible recognize the academic performances of the different agents and the resulting tension, since the production of knowledge this field stems from the sphere of regional and national bodies, from the sphere of responsible for official policy and its institutional practice, or that is, from academic managers and existing investigations in the work groups of associations, centers and research groups, among others.

This way, the scientific and institutional collaboration of the lines of research has taken place in a systematic way, with work development, with other PPGEs in the country, because several national surveys have been articulated with the South and Southeast regions, with network projects, publications in specialized journals, participation in scientific committees, in scientific events, doctorates and wich, post-docs, examining boards, among other activities.

They exist exchange projects in the PPGE that integrate other HEIs, as well as the Paulo Freire WG. We integrate the PPGE and the PPGDH in terms of training in human rights, with extension and specialization actions and in the master's degree. In the field of human rights, we articulate with postgraduate programs and observatories (UNB, UFG, Observatório UNESP-BAURU, USP, UFPE) and the National Association of Human Rights - ANDHEP. (Interviewee\_12)

However, they are few lines of research that have sought to strengthen themselves with other lines in the Northeast region. This fact points to the search for consolidated programs in the South and Southeast and partnerships with most experienced international researchers. For them, these are the possibilities more concrete ways to finance their research and the publication of their results in journals evaluated by CAPES. In addition, it has enabled the improvement of scientific, technological, cultural education and training, expanding opportunities to foster knowledge between different realities in Brazil and in other countries.

This occurs from the individual initiative of the teachers, not from the line itself. Some are well articulated with other programs, including international. Our group has one interesting branch with Illinois/USA and Sherbrooke/Canada. In Brazil, with the group of Prof. Farenzena, from UFRGS. In the Northeast, we have had collaboration with the PPGEs. (Interviewee\_05)

In addition, other lines find at realization of the postdoctoral degree the strategy of the researchers to approach research centers in the Southeast and maintain contact at specific events in the area, to establish links in the collaboration of future research projects: “[...] the events have been our opportunity to exchange (Interviewee\_04)”. It is, therefore, that “the more integrated and coordinated the team, the better the quality of your performance. The person who provides this integration – the team leader – becomes the most visible researcher: the exact antithesis from the traditional solitary genius. (Meadows, 1999:109)

Through the support of funding agencies and research associations, researchers manage to implement their research agenda, obtain investments for research and establish themselves in the field. Sometimes, already consolidated in the field of Educational

Policy in the Northeast, with consolidated researchers in the space for discussion of community of academic issues, holders of scientific prestige, who enjoy relative prerogatives.

I believe that all of us in the policy group have financing with CNPq, CAPES or the Fundação de Amparo à Pesquisa of our State, some has more than one financed project, we even have two teachers at line who are productivity fellows. Without that support, we have not been able to move forward. (Interviewee 01)

Scientific resources, collectively accumulated by agents, constitute requirements to enter and act in the academic area, which differentiates the symbolic capital from the embodied cultural capital. The symbolic presents, as a principle, the agent's position in your distribution structure and, above all, how it is perceived by other peers, who are equally endowed with perception and appreciation schemes. Although, Meadows (1999:109) points out that the great producers of scientific work present larger likely to be frequent contributors than their peers who produce fewer publications, “the literature generated by collaborative research show important differences compared to those produced by researchers working in isolation”.

Therefore, the researcher who occupies a dominant position in the production space has a symbolic capital that is attributed to it, insofar as its position contributes to determining its distinctive value, and its position is considered by the advances of the academic discussions in the field. However, even if your Works receive negative scientific judgments, they receive support from peers who participate in the same space and who, at a given moment, attested to this symbolic capital with distinctive power.

## THE STRUGGLE FOR SCIENTIFIC AUTHORITY IN ACADEMIC PRODUCTION

The fight of reference groups by the scientific authority in this field, has been constituted a obstacle to give visibility to what is produced by peers. The disputes and confrontations between the most consolidated authors and with prestige academic- scientific in the field of Educational Policy attract most attention than their peers, which accentuates still its “importance” and reflects on the group’s communication system.

For Meadows <sup>8</sup>(1999), this increased attention starts to be configured as the Matthew effect, similar to a “snowball”, since publications in specialized journals and research funding are privileges of a particular group, or that is, the place where the “river only flows into the sea” (Interviewee\_01); or that is, the symbolic struggle with a view to monopoly of legitimate naming, recognizes, “as a dominant point of view, which, by making itself recognized as a legitimate point of view, makes itself unknown at truth from a particular, situated and dated point of view” (Bourdieu, 2011:51).

The relationship between dominant and <sup>9</sup>dominated in production spaces has provided the articulation of some programs in the South and Southeast regions, where researchers with most expertise and established in the field of discussion of Educational Policy express your beliefs and have their way of carrying out research legitimized by peers. in agrément with Bittar (2009: 4), the Brazilian scientific field constitutes a space of dispute for hegemony,

resulting from “[...] the strong relationship between intellectuals and politics, including the participation of the university in decisive moments of Brazilian political history, a fact that is not stop having a relationship with the scientific production itself”.

the main obstacle finds itself in a certain way of seeing the production that is carried out in the Northeast. Unfortunately, it’s like we have the status, the scientific legitimacy, but we produce. However, in this power relationship, it is obvious that the hegemonic groups are determining what must be and what can not be. It’s the parameters. At my production, I try to overcome these obstacles, no let them limit mine \_range of action and my production perspective, hence being always in articulation with colleagues from other universities. if not we join forces, it is difficult to fight alone. We can not lose the perspective of struggle. **the fightit’s not between evens, it’s between odds, there is no equality of condition, so nothere is equal treatment.** (Interviewee 04)

The recognition of the other, in Bourdieu’s (2004) perspective, is related to legitimacy in the field, with your asymmetries and arbitrariness, the conflicts occur under conditions unequal, and are these “interactions that reflect and reverberate the strategies adopted by them, making to maintain or alter the existing correlation of forces, as well as suffering and producing the effects of confrontation so occurred within the economic, social and political scope” (Interviewee\_10). The strategies used by these agents are directly related to the interests and needs arising from the position occupied individually in the spaces of production of a specific theme.

8. Meadows (1999:102) also emphasizes that the images that researchers have, as well as the norms of research, correspond to a reflection and a guide of how things must be and not how they really are. That is, the tendency of researchers to see their distinguished peers as “mountain peaks”, dominated over the foothills represented by the common researcher, is reflected in the communication system. In these terms, if not in purely historical terms, there are some similarities between the images that researchers have of their areas and the way things really are.

9. The dominant-dominated opposition does not mean the struggle between dominant and subordinate classes, but rather the relative value and potential of the various species capital rivals that make up the structure of a given social space.

In the context of research associations, ANPED and ANPAE are considered prestigious spaces for the scientific community, which has played a legitimizing role of the knowledge that is produced on Educational Policy, processed through rites and practices, developed in their meetings, events and, mainly, through the GT's, such as GT 5, which has been a driving force for the discussion of emerging themes.

I don't know if I'm being optimistic, but I've noticed that the increase in the number of education programs and, consequently, of journals in the area, has reduced (but not stopped) this type of clash. Another element that has favored the breaking of this in the field of educational policies has also been the ANPAE and its more open and democratic forms of dissemination of production in the area. In addition, we are seeing the influence of Relepe and Redestrado grow, thus diluting the centrality that Anped occupied for a long time in the area of educational policies. (Interviewee\_07)

The association is then a space where they move subjects who participate in the dynamics that govern the practices social most comprehensive. It's a space within which occurs struggles for the determination of ethical-political contents, values, practices and rules that will regulate their functioning. It also corresponds to a place of conflict, where social subjects, especially in the middle academic-scientific, move to make their attributes and political, scientific, social and economic perspectives must be valued, with the aim of occupying positions, aiming to produce the conditions necessary to exercise influence and conquer hegemony, both within and at society as a whole.

## **THE DILEMMA OF THE EVALUATION SYSTEM OF GRADUATE STUDIES IN EDUCATION AND THE PERSPECTIVES FOR THE FIELD OF EDUCATIONAL POLICY**

The study of educational policies comprises a broad context of discussions about public policies that have been the subject of debate in the academic community, through working groups, association meetings and scientific events in recent decades. In the future, the question to think about would be related to the effectiveness of actions around an epistemological debate and the formulation and execution of public policies for Education in Brazil.

For the interviewees, postgraduate studies in Brazil have introduced growth considerable and approximate in level of quality of the researches that are developed in other countries. The articulation that needs to be made to achieve the changes necessary and intensify scientific production are in strategies that programs need draw internally in lines.

In effect, it is "[...] in this struggle for the criteria of legitimate evaluation, that agents engage powerful interests, vital at times, insofar as the value of the person as socially reduced to his social identity is at stake". (Bourdieu, 2010:124)

One optimistic vision. Research in education has been improving, has been more judicious, today the methodological rigor is more present. [...] The growth of the programs has contributed much for that, as well as the vertiginous growth of research groups in the area of policy and management. [...] NoI have absolutely no criticism regarding CAPES. I think what we need is internal strategies. (Interviewee\_05)

The most productive is presented as a divider between Brazilian regions. In addition to realizing one practice already rooted in some programs in the Northeast region, the situation intensifies when academic elites

from the South and Southeast enter the race to make decisions within the field of Educational Policy, but “several researchers from the Northeast region who work with educational policy are in the loop” (Interviewee\_01). As for the dominated, “it is not up to the base to discuss these criteria, it is up to us to follow, respect and contribute so that this production is aligned at strategies and program objectives” (Interviewee\_02).

To understand the logic of opposition between North and South, Bourdieu (2010:127) launches next hand reflection: “the regions where the claim economy and the struggle against domination take the regionalist form are those where the effects of domination economic are most harshly plus the effects of symbolic domination (stigmatizing pronunciation, etc.)”.

It's a reality also from the North and Midwest. We have great difficulties of distances, programs that are in Pará and Maranhão, need to have a differentiated support. I'm not referring to benefits, but to actions on how to produce better, how to receive a teacher tour house, how to do exchanges, if the resources are scarce. On the other hand, we have several Northeast researchers working with educational policy and are in the loop. (Interviewee 01)

In turn, other agents make it clear that a program is not important for its international visibility and impact that it has, but, above all, for the consequences it causes for the reality in which it is inserted. What we can reflect on is: what these universities and these graduate programs represent to your surroundings? what this training generates for the community in which they are inserted? We only have quantification and qualification that many times can be subverted. Researchers' criticisms of the productivist logic of CAPES are quite forceful, since it has been constituted in a process of modernization of universities for the production of scientific and technological

knowledge, valued as an object of dispute and interest economic and political.

The production academic scientific conditions in the Northeast region goes through the problematization of logic, but this can not be just an internal debate, “[...] we have a debate in Education and also in relation to other areas. It is doubly discriminated against: it has internal disputes and it has to compete with the other areas” (Interviewee 15). the concentration and industrial development of the 20th century heightened tensions regional and place the challenge to be faced within the field, in which the “regionalist claim, however much distant as it seems of this nationalism without territory, it is also one response to the stigmatization that produces the territory of which, apparently, it is the product” (Bourdieu, 2010:126).

The current challenges trends for research in educational policy and its future perspectives are characterized as follows: i) the need to reinvigorate the theoretical and historical debate that are based on empirical research, to question educational policies and the educational reality implemented as processes that carry historicity ; ii ) to articulate the different areas and theoretical-methodological approaches of research in educational policy – to strengthen the debate between researchers with different approaches; iii ) deepen the dialogue with other knowledge areas of the field of study – strengthening that field of knowledge through dialogue between the different areas, within the scope of relationships and social practices; iv ) improve research and rethink postgraduate policy in the country – discuss the conditions in the which search comes being produced; and, v) assume the tension between the academic field and the field of action politics, very sensitive border in the area of educational policy produce knowledge and socially significant.

## CONCLUSIONS

Therefore, the study of educational policies comprises a broad context of discussions about public policies that have been the subject of debate in the academic community, through working groups, association meetings and scientific events in recent decades. In the future, the question to think about would be related to the effectiveness of actions around an epistemological debate and the formulation and execution of public policies for Education in Brazil.

That said, it leads us to infer that, somehow, the power exercised and the attributes of position incorporated by the academic elites, which belong to exercising the power of domination in the face of agents deprived of goods and resources, promote conditions uneven in the fights by the scientific authority and the establishment of legitimate issues for the production of scientific knowledge in Educational Policy in the Graduate Programs in Education in the Northeast Region of Brazil.

Nevertheless, it is in the context of the effervescence of public policies in the 1990s of the 20th century that this interest research in the PPGE/NE will be established and strengthened in the own academic production go to introduce its deepest marks with the orientation of theses and dissertations, through the critical formulation of the policies implemented by the State, which would represent the effort undertaken by researchers to direct their field studies, proposing reforms in the administrative and the financial basis, which would become the bases of educational policy.

That reinforces the symbolic work of recognition of the academic object by peers, which provides the legitimacy of the conception determined by it, since the logic of the researchers - which involves several research groups and it does not overcome

the nexus already imposed by the dominant group. The choices of objects of study take place, above all, around aethical commitment of the researcher signed with the social and educational reality, in line with his familiarity with the theme, theoretical-methodological positioning and the possibilities of moving in the process of implementation of research projects, signed from a social, political, economic and environmental logic, capable of overcoming post-modern paradigms.

Therefore, the interest in the field of Educational Policy and basically, around the public policies implemented by the federal states, actions that are incorporated into the agents' research agenda as a way of materializing the field studies, considering that the interests are contingencies and are associated with social practice and circumstances linked to the researcher's academic and professional environment, which presupposes his built-in *habitus*.

## REFERENCES

- Arosa, A. de C. C. (2013). **A produção acadêmico-científica sobre política educacional no GT - 5 da ANPEd (2000 a 2009)**. 252 f. Tese (Doutorado em Educação) – Universidade Federal do Rio de Janeiro, Rio de Janeiro.
- Azevedo, J. M. L. & Aguiar, M. A. (2001). **A produção do conhecimento sobre a política educacional no Brasil: um olhar a partir da ANPEd**. Educação & Sociedade, Campinas, v. 22, n. 77, p. 49-70, dez., 2001.
- Barroso, J. et. al. (2007). **Educational Policies as an object of study and training in Educational Administration**. Sísifo - Educational Sciences Journal, n. 4, p. 5-19, sep./dec., 2007.
- Bernoux, P. (1985) **La Sociologie des Organisations**. 3. ed. Paris: Editions Seuil.
- Bittar, M. (2009). **A pesquisa em educação no Brasil e a constituição do campo científico**. Revista HISTEDBR On-line, Campinas, n.33, p.3-22, mar./2009.
- Bourdieu, P. (2011). **Homo academicus**. Florianópolis: Ed. da UFSC.
- Bourdieu, P. (1983). **O campo científico**. In: Ortiz, R. (Org.). Pierre Bourdieu: sociologia. São Paulo: Ática, p. 123-155.
- Bourdieu, P. (2010). **O poder simbólico**. 14. ed. Rio de Janeiro: Bertrand Brasil.
- Bourdieu, P. (2004). **Os usos sociais da ciência: por uma sociologia clínica do campo científico**. São Paulo: Editora UNESP.
- Bourdieu, P.; Chamboredon & Passeron, C. (2008). **El oficio de sociólogo**. Buenos Aires: Siglo XXI, [1968].
- Capes. **Avaliação Quadrienal 2017 – 2020**. Disponível em: <<https://www.gov.br/capes/pt-br>>. Acesso em 28 de abril de 2022. Disponível em: <<http://www.avaliacaotrienal2013.capes.gov.br/>>. Acesso em: 18 ago. 2014.
- Foucault, M. (1989). **Microfísica do poder**. Rio de Janeiro: Graal.
- Garcias Franco, J. (2014). **El surgimiento del campo de la política educativa en Argentina: los casos de las Universidades Nacionales de Buenos Aires y La Plata**. Práxis Educativa, Ponta Grossa, v. 9, n. 2, p. 461-484, jul./dez. (Dossiê: Estudos teóricos e epistemológicos sobre política educacional).
- Guimarães, I. P. (2016). **(entre)laços e nós: a constituição do campo acadêmico em política e gestão da educação no Nordeste do Brasil**. 2016. 361 f. Tese (Doutorado em Educação) – Universidade Federal de São Carlos, São Carlos.
- Guimarães, I. P. (2018). **Um estudo de elites acadêmicas no campo da Política Educacional no Brasil**. Práxis Educativa, [S. l.], v. 14, n. 1, p. 273–296, 2018. DOI: 10.5212/PraxEduc.v.14n1.015. Disponível em: <https://revistas2.uepg.br/index.php/praxiseducativa/article/view/12459>. Acesso em: 5 jun. 2022.
- Hey, A. P. (2008). **Esboço de uma sociologia do campo acadêmico: a educação superior no Brasil**. São Carlos, SP: EdUFSCar; São Paulo, FAPESP.
- Jiménez Eguizábal, J. A.; Cámara, C. P. & Rico, I. L. (2013). **The spectre of educational policy spreads throughout Europe. Its presence as a discipline in postgraduate education**. Journal of New Approaches in Educational Research, v. 2, n. 2, p. 82-87.
- Krawczyk, N. (2013). **A historicidade da pesquisa em política educacional: o caso do Brasil**. Propuesta Educativa, ano 22, v. 1, n. 39, p. 35-42, jun., 2013.
- Mainardes, J. (2017). **A pesquisa sobre Política Educacional no Brasil: análise de aspectos teórico-epistemológicos**. Educação em Revista, Belo Horizonte, v. 33, p. 1- 25, 2017. DOI: <https://doi.org/10.1590/0102-4698173480>
- Mainardes, J. (2018). **Reflexões sobre o objeto de estudo da política educacional**. Laplage em Revista (Sorocaba), v. 4, n.1, jan.-abr. 2018, p.186-201. DOI: <https://doi.org/10.24115/S2446-6220201841399p.186-201>
- Meadows, A. J. (1999). **A comunicação científica**. Brasília: Briquet de Lemos.
- Mendonça, S. (2012). **El campo de la política educativa en la dictadura Argentina**. Los casos de la UBA y la UNLP. Ponencia. I Jornadas Latinoamericanas de Estudios Epistemológicos en Política Educativa, Buenos Aires, 15 y 16 de noviembre.

Ortiz, R. (1983). **A procura de uma sociologia da prática**. In: Ortiz, R. (Org.). Pierre Bourdieu: sociologia.

Poupart, J. (2010). **A entrevista de tipo qualitativo**: considerações epistemológicas, teóricas e metodológicas. In: Poupart, J.; et al. *A pesquisa qualitativa: enfoques epistemológicos e metodológicos*. 2. ed. Petrópolis, RJ: Vozes, p. 215-253.

Santos, A. L. F. dos & Azevedo, J. M. L. de. (2009). **A pós-graduação no Brasil, a pesquisa em educação e os estudos sobre a política educacional**: os contornos da constituição de um campo acadêmico. *Revista Brasileira de Educação*, Campinas, v. 14, n. 42, set./dez. 2009.

Souza, A. R. D. (2006). **Os caminhos da produção científica sobre a gestão escolar no Brasil**. *Revista Brasileira de Política e Administração da Educação*, Porto Alegre, v. 22, n. 1, p. 13-39, jan./jun. 2006.

Souza, A. R. de. (2019). **A pesquisa em política e gestão da educação no Brasil (1998-2015)**: atualizando o estado do conhecimento. *Educação & Sociedade* [online]. 2019, v. 40. Acessado 5 Junho 2022. Disponível em: <<https://doi.org/10.1590/ES0101-73302019207654>>. Epub 09 Dez 2019. ISSN 1678-4626. <https://doi.org/10.1590/ES0101-73302019207654>.

Tello, C. G. (2012). **Las epistemologías de la política educativa en Latinoamérica: notas históricas y epistemológicas sobre el campo**. *Revista Espaço Pedagógico*, Passo Fundo, v. 19, n. 2, p. 282-299, jul./dez., 2012.

Torres, C. (2008). **Después de la tormenta neoliberal: la política educativa latinoamericana entre la crítica y la utopía**. *Revista Iberoamericana de Educación*, Madrid, n. 48, p. 207-229, 2008.

Wittmann, L. C. & Gracindo, R. V. (2001). **O estado da arte em política e gestão da educação no Brasil – 1991 a 1997**. Brasília: ANPAE, Campinas: Autores Associado.