

**SCIENTIFIC PRODUCTION ON AFFIRMATIVE POLICIES FOR BLACKS IN THE  
POSTGRADUATE COURSE IN EDUCATION**

***PRODUÇÃO CIENTÍFICA SOBRE AS POLÍTICAS AFIRMATIVAS PARA  
NEGROS/AS NA PÓS-GRADUAÇÃO EM EDUCAÇÃO***

***PRODUCCIÓN CIENTÍFICA SOBRE POLÍTICAS AFIRMATIVAS PARA LOS  
NEGROS EN LOS CURSOS DE POSTGRADO EN EDUCACIÓN***

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**ABSTRACT:** This article aims to map the scientific production on affirmative policies for blacks in the postgraduate course in education. Theses, dissertations and articles were read and analyzed. The search occurred in the Brazilian Digital Library of Theses and Dissertations and in the Library of the National Association of Postgraduate Studies and Research in Education, Working Group 21 (Education and Ethnic-Racial Relations). The main descriptors were: "affirmative policies", "affirmative policies AND graduate studies", "quotas AND graduate studies". It is bibliographic, descriptive and qualitative, developed through the state of knowledge. It was concluded that there are few productions related to the research, because the themes approached are sometimes disparate, sometimes only tangential. There are few productions that deal with quotas for blacks in graduate studies and no research on them in graduate education was found in the two selected databases. In view of the findings, the article is original and relevant to education, in the context of affirmative policies for blacks in higher education.

**KEYWORDS:** Blacks. Affirmative policies. Postgraduate Course in Education.

**RESUMO:** Este artigo objetiva mapear a produção científica sobre políticas afirmativas para negros/as na pós-graduação em educação. Foram lidos e analisados teses, dissertações e artigos. A busca ocorreu na Biblioteca Digital Brasileira de Teses e Dissertações e Biblioteca da Associação Nacional de Pós-Graduação e Pesquisa em Educação, no Grupo de Trabalho 21 (Educação e Relações Étnico-Raciais). Os principais descritores foram: "políticas afirmativas", "políticas afirmativas AND pós-graduação", "cotas AND pós-graduação". Ele é bibliográfico, descritivo e qualitativo, desenvolvido por meio do estado do conhecimento. Concluiu-se que há poucas produções relacionadas à pesquisa, pois os temas

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*abordados ora são díspares, ora são apenas tangenciais. Há poucas produções que tratam sobre cotas para negros/as na pós-graduação e sobre elas na pós-graduação em educação nenhuma pesquisa foi encontrada nas duas bases de dados selecionadas. Frente às constatações, o artigo é original e relevante para a educação, no contexto das políticas afirmativas para negros/as no ensino superior.*

**PALAVRAS-CHAVES:** *Negros/as. Políticas afirmativas. Pós-Graduação em Educação.*

**RESUMEN:** *Este artículo tiene como objetivo mapear la producción científica sobre las políticas afirmativas para los negros en la educación de postgrado. Se leyeron y analizaron tesis, disertaciones y artículos. La búsqueda se realizó en la Biblioteca Digital Brasileña de Tesis y Disertaciones y en la Biblioteca de la Asociación Nacional de Estudios de Posgrado e Investigación en Educación, Grupo de Trabajo 21 (Educación y Relaciones Étnico-Raciales). Los principales descriptores fueron: "políticas afirmativas", "políticas afirmativas Y estudios de postgrado", "cuotas Y estudios de postgrado". Es bibliográfico, descriptivo y cualitativo, desarrollado a través del estado del conocimiento. Se concluyó que hay pocas producciones relacionadas con la investigación, ya que los temas abordados son a veces dispares, a veces sólo tangenciales. Hay pocas producciones que traten de las cuotas para los negros en los estudios de postgrado y sobre ellos en los estudios de postgrado en educación, no se encontró ninguna investigación en las dos bases de datos seleccionadas. Dadas las conclusiones, el artículo es original y relevante para la educación, en el contexto de las políticas afirmativas para los negros en la educación superior.*

**PALABRAS CLAVE:** *Negros. Políticas afirmativas. Postgrado en Educación.*

## Introduction

This article aims to present a mapping of the production of knowledge related to the theme that deals with affirmative policies for blacks<sup>4</sup> in the postgraduate course in education.

Therefore, a priori, affirmative actions and their importance for the realization of the quota system for the black population in the educational field, especially in higher education, will be discussed. After that, it presents and describes the state of knowledge of this policy through the two databases chosen through the mapping, and ends by analyzing the context with the considerations raised.

Regarding affirmative actions, Gomes and Munanga (2006, p. 186, our translation) state that they:

[...] constitute policies to combat racism and racial discrimination by actively promoting equal opportunities for all, creating means so that people belonging to socially discriminated groups can compete under the same

<sup>4</sup> The term “**blacks**” considered here is based on Marques' conception (2010, p. 33, authors' highlights), when he states that he deals with black, brown, Afro-Brazilian and Afro-descendant subjects.

social conditions. They can be understood as a set of policies, actions and public or private guidelines, of a compulsory (mandatory), optional (non-mandatory) or voluntary nature, with the objective of correcting the inequalities historically imposed on certain social and/or racial/ethnic groups with the proven record of exclusion and discrimination. They have an emergency and transitory character. Its continuity will always depend on constant evaluation and a proven change in the discrimination that gave rise to it.

In addition, Gomes (2002) states that affirmative actions are public policies that aim to implement the constitutional principle of material equality and neutralize the effects of racial, gender, age, national origin and physique discrimination.

It is understood that affirmative actions are measures aimed at correcting the inequality that exists in a given society and that actions such as these occurred in Brazil through the claims and struggles of social groups, especially the Black Social Movement<sup>5</sup>. Therefore, their implementation are struggles carried out in the historical course of these movements and require caution as to their results, as the impact and effectiveness of these policies depend on the degree of mobilization of the beneficiary public.

Affirmative action policies have, according to Marques (2010), a fundamental character for the social and economic development of Brazil, as the State needs to intervene, as it has the prerogative to draw general guidelines on the quota policy, considered one of the strategies possible ways to reduce racial and social inequalities in a country.

Regarding quotas, according to the above-mentioned author, they are

[...] the system where a percentage of places at the university is reserved for a certain group. Quotas are used in universities and public educational institutions that have chosen to make a racial cut in favor of black and indigenous students (MARQUES, 2010, p. 87, our translation).

It is understood that quotas as affirmative actions can minimize inequalities in access opportunities for the black population to higher education, as they were constitutionally legitimized in 2012 by the Supreme Court<sup>6</sup>. Therefore, it was a right legally conquered and that needs to be enjoyed by this group.

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<sup>5</sup> According to Santos (1994, p. 157, our translation), Black Social Movement comprises: “[...] all entities, of any nature, and all actions, of any time [including those aimed at physical and cultural self-defense of the black], founded and promoted by blacks [...]. Religious entities [such as Candomblé terreiros, for example], welfare [such as colonial brotherhoods], recreational [such as "black clubs"], artistic [such as the numerous dance, capoeira, theater, poetry], cultural [such as the various “research centers”] and policies [such as the unified Black Movement]; and actions of political mobilization, anti-discrimination protest, quilombola groupment, armed rebellion, artistic, literary and 'folkloric' movements – all this complex dynamic, overt or covert, extemporaneous or everyday, constitutes a black movement”.

<sup>6</sup> Law n. 12,711, of 29 August 2012, called "Quota Law", regulated by Decree n. 7824, also of 2012, determined in its Article 1 that the federal institutions of higher education linked to the Ministry of Education will reserve at

Regarding the objectives of affirmative action, Jaccoud and Beghin (2002, p. 67, our translation) point out that they should:

[...] guaranteeing the opportunity of access for discriminated groups, expanding their participation in different sectors of economic, political, institutional, cultural and social life. They are characterized by being temporary and by being focused on the discriminated group; in other words, for dispensing, within a certain period, a differentiated and favorable treatment with a view to reversing a historical framework of discrimination and exclusion.

It appears that affirmative actions, through quotas, provide access and benefits to black people in higher education, and this is a very recent issue. Marques (2010, p. 23, our translation) corroborates that “thinking about affirmative actions and quotas for black students, from the perspective of repairing historical injustices, means reviewing the sense of universalization and access”. Therefore, the author emphasizes that these students must have guaranteed their entry and permanence with quality in higher education.

Thus, the adoption of affirmative actions in the country enabled and kept enabling the debate on racism, racial discrimination and reflections on ethnic-racial belonging, but which still needs to advance and be better problematized, as according to Marques (2010, p. 81, our translation), “in the educational field, the debate on the implementation of the quota system for the entry of blacks in public and private higher education is far from over”.

Therefore, from the above paragraphs, quotas as an affirmative policy have contributed to the access of the black population to higher education, mainly in public institutions, both state and federal. However, this debate still needs more analysis and struggles *in favor of* the effectiveness of the law and its practical course in the daily life of the educational field.

In a methodological sense, it is considered that this article is bibliographic, descriptive, developed through the state of knowledge, with a qualitative approach. In addition, its problematizing question is based on knowing: “*What has been produced in Brazil about affirmative policies for blacks in postgraduate education*”?

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each selective competition for admission to undergraduate courses, by course and shift, at least 50% (fifty percent) of its vacancies for students who have completed high school in public schools. Its sole paragraph provides that: in filling the vacancies referred to in the caput of this article, 50% (fifty percent) must be reserved for students from families with income equal to or less than 1.5 minimum wage (one salary -minimum and a half) per capita. And complements in its Article 3: in each federal higher education institution, the vacancies referred to in Article 1 of this Law will be filled, by course and shift, by **self-declared blacks**, browns and indigenous people, in a proportion at least equal to of blacks, browns and indigenous in the population of the unit of the Federation where the institution is located, according to the last census of the Brazilian Institute of Geography and Statistics (IBGE) (BRASIL, 2012, authors’ highlights).

The article is defined from the qualitative approach, believing that it enables the unveiling of the object of study, understanding that the strategies adopted in the investigation allow the collection of data that can help in reading and understanding the facts being studied. The qualitative approach to research requires that the world be examined with the idea that nothing is trivial, that everything has the potential to build a clue that allows for a more enlightening understanding of the object (OLIVEIRA, 2007).

Its elaboration was predominantly characterized in the research called state of knowledge, which has a bibliographic character, in which it allows the researcher to map and describe the existing scientific production about the investigated object of study, and also to highlight the focus, the methodology, the results, conclusions and gaps.

Alves-Mazzotti (2006, p. 30, our translation) emphasizes that the researcher's familiarity with the state of knowledge makes him capable of problematizing a theme, which may indicate the “contribution that his study intends to make to the expansion of this knowledge, or seeking to clarify controversial issues or inconsistencies, or filling gaps”. With this understanding, it is reaffirmed that the state of knowledge is:

[...] identification, registration, categorization that lead to reflection and synthesis about the scientific production of a certain area, in a certain period of time, bringing together periodicals, theses, dissertations and books on a specific theme. A feature to highlight is its contribution to the presence of the new (MOROSINI; FERNANDES, 2014, p. 155, our translation).

Thus, from the perspective of bringing "something new", the state of knowledge in question may contribute to a more panoramic view of scientific research movements, the level of academic interest and new angles and sub-themes subject to further exploratory investigation, in order to understand the gaps and significant silences of the object of investigative study, and this, according to the authors above, should be the initial presupposition of all research.

Ferreira (2002) states that there is a set of research called “state of the art” or “state of knowledge”. She mentions that these research, which have a bibliographic character, bring the challenge of mapping and discussing certain academic production in different fields of knowledge.

However, they allow researchers to get to know, approach and deepen in their objects of study, and after that, seek to answer some aspects and dimensions that are considered highlights and privileges in different places and times, in addition to understanding the ways

and conditions in which master's dissertations, doctoral theses, scientific articles published in journals and communications in annals of scientific events have been produced.

Research of the “state of the art” or “state of knowledge” type has increased in Brazil, being present in the scientific production of various areas of knowledge, particularly education (MAGALHÃES; REAL, 2018, p. 468). Therefore, this bibliographic survey about the production of knowledge in a given theme has risen in the scientific educational field.

Considering this article as being also descriptive, Ferreira (2002, p. 258, our translation) states that:

[...] the research that constitute the state of knowledge are recognized for carrying out a methodology of an inventory and descriptive character of the academic and scientific production on the subject it seeks to investigate, in the light of categories and facets that are characterized as such in each work and in the set of them, under which the phenomenon starts to be analyzed.

It appears that it is necessary to investigate, discover and unveil the unknown in relation to studies and research in the scientific field, both quantitatively and qualitatively. It is necessary to have the ability to reflect, in particular, on postgraduate investigations, which are little publicized in the existing social and educational segments.

To carry out this article, a methodological guide was defined, with five steps, namely:

- 1st: Definition of descriptors for targeting the searches, namely: “*políticas afirmativas*”, “*ações afirmativas*”, “*políticas afirmativas AND pós-graduação*”, “*cotas AND pós-graduação*”, “*política de cotas*”, “*cotas na pós-graduação*”, “*cotas OR negros*”, “*negros*”, “*movimento negro*” (“affirmative policies”, “affirmative actions”, “affirmative policies AND postgraduate studies”, “quotas AND postgraduate studies”, “quotas policy”, “quotes in postgraduate -graduation”, “black OR quotas”, “black”, “black movement”);
- 2nd: Survey of sources and data collection in two chosen databases, that is, in the repositories of the Brazilian Digital Library of Theses and Dissertations (BDTD) and the Library of the National Association of Postgraduate Studies and Research in Education (ANPED), restricted to the Working Group (WG) 21 - Education and Ethnic-Racial Relations, including theses, dissertations and scientific articles published in the annals of the association's annual/national meetings, considered as a corpus of research;
- 3rd: Reading of the located productions, in which “the titles, abstracts (objectives and conclusions of the research or, when not found, light reading to be found) and the keywords” were considered as variables, for the establishment of criteria for selection and

identification of the corpus of analysis. The articles in ANPED's WG 21 were read in full, due to their form of organization being different from theses and dissertations and also to contemplate what was proposed as analysis;

- 4th: Selection of the corpus of analysis, which composed the state of knowledge. Eleven works were selected, distributed between the two databases, which met the criteria of research object and theme;
- 5th: Description and interpretative synthesis, organization of results and final writing of the state of knowledge.

The relevance of this work is justified by the fact that there are no records of this type of research (at least in the two databases investigated) dealing with the theme of affirmative policies for blacks in postgraduate education.

The emphasis on scientific production in postgraduate education is a peculiarity of the proposal for the development of the doctoral thesis by the author of the article, hence the justification for having included it in the main objective of the article. However, at the time of surveying these productions, it was found that there is no research in the selected databases that deals with this theme specifically as an object of study, which a priori can characterize it as unprecedented and original. However, a deeper and more complete survey will be carried out in other existing databases, in order to confirm this hypothetical situation.

In order to be able to carry out the mapping, we inserted all the descriptors already mentioned and observed that few works were found, and those that were considered mention the research topic in a tangential way. Therefore, there was little direct recurrence.

Due to the date of publication of the decree that instituted the reservation of vacancies for blacks in postgraduate studies in May 2016, it is believed that it could have been pertinent to analyze the existing publications from this year to the present day, however, what happened was the difficulty in finding any research that directly addressed the specificity of the topic of the article.

Therefore, the time frame does not appear in this article, as it was necessary to consider existing research, regardless of the year of its production. But something significant happened, as it was possible to see that these research related to quotas for blacks as an affirmative policy appeared in a more detailed and specific way from the 2000s onwards, after its creation, implementation and implementation in public institutions, first in state and later, in the federal ones.

In order to understand how the access of afro-descendants to post-graduation occurred, as relevant information, it is pointed out that this access was established by Normative Ordinance n. 13, of 11 May 2016, which "provides for the induction of affirmative actions in postgraduate studies, and takes other measures" (BRASIL, 2016) and determines in its Article 1 and 2 the following wordings:

Article 1 - Federal Institutions of Higher Education, within the scope of their autonomy and observing the principles of merit inherent to scientific, technological and innovation development, will have a period of ninety days to submit proposals on the inclusion of blacks (blacks and browns), indigenous peoples and people with disabilities in their postgraduate programs (Master's, Professional Master's and Doctorate), as Affirmative Action Policies. Art. 2 - Federal Education Institutions should create their own commissions in order to continue the process of discussion and improvement of the proposed Affirmative Actions (BRASIL, 2016, our translation).

It is understood that quotas as an affirmative policy in postgraduate studies are recent, and that it needs to be investigated and analyzed four years after its publication and jurisdictional approval. This ordinance itself induces and does not determine, as in graduation, universities to adopt affirmative actions (not necessarily the reservation of places), and this is something that needs to be researched.

What is actually noticed is that there is a lot of research that discusses the quotas in higher education, that is, those focused mainly on graduation (and the themes are diverse, from constitutional issues to trajectories/representativeness/identity of this people), however, in postgraduate studies, production is still incipient, which can be confirmed in these two chosen databases.

The next topic will address the bibliographical survey about the scientific productions of affirmative policies for blacks in postgraduate school.

### **Scientific production on affirmative policies for blacks in postgraduate education**

The state of knowledge was based on the analysis of the abstracts of dissertations and theses (when they served to locate the general objective and conclusions, and when this was not possible, a search and lightened reading was carried out, to meet this specificity), in addition to reading of scientific articles.

The choice to read these data was due to considering, according to Ferreira (2002, p. 268, authors' highlights, our translation),



[...] a network formed by different links connected from the same material support that houses them, by the manifest *theoretical option*, by the *theme* it announces, by the explicit *objective* of the research, by the *methodological procedure* adopted by the researcher. A set of summaries organized around a certain area of knowledge, and this [...] can tell us a History of its academic production.

It is understood that it is necessary to read the abstracts and that they are organized, so that the objectives of a particular research can be achieved. Thus, from them, the researcher may be able to perform, since:

[...] the History of a certain production, based on research summaries, does not offer a linear understanding, a logical, sequential organization of the set of summaries. Among the texts there are gaps, ambiguities, singularities, which are filled by the researcher's reading of them. So, the History of academic production is the one proposed by the researcher who reads. There will be as many Stories as readers are willing to read them (FERREIRA, 2002, p. 269, our translation).

Thus, it is necessary to read the works with attention and dedication, especially dissertations and theses. The reading of scientific productions, whether partial or total, as already announced, was carried out in the BDTD and GT 21 of ANPED. These research found are described in the two sub-items below, in which the name of the author, the year of defense/publication/presentation, the title, the general objective and the conclusions are explained.

As already ratified, at this first moment the abstracts (in the case of dissertations and theses) were considered, in order to have a panoramic view of these research. However, those that really have an extremely direct importance/relationship with the object of study were observed in detail and will be read in full later, so that they can form the theoretical basis for the development of the thesis itself. However, once again, it is reiterated, the articles were read in full, as their organization is different from other productions, as the dedication of reading them is more accessible at this time.

The choice of the two databases occurred because they are distinct, that is, the BDTD is broader and includes a universe of more accurate works, in which the authors had more time dedicated to their production, as they are dissertations and theses, and those of ANPED are more specific, because even when it comes to scientific articles, they serve with equal importance to the above researches, however, the forms of organization and handling of the data are different and that was what prompted the researcher to select them.

In the subsequent sub-item, the mapping of productions found in the BDTD will be described.

### **Mapping of productions in BDTD**

In the BDTD works, with the descriptor “affirmative policies” in the search filter “all fields”, four thousand and two hundred searches were found. However, performing another filter, now in the “subject” field, one hundred and forty-nine works were raised, with ninety-eight dissertations and fifty-one theses. From this amount, only one dissertation and one thesis were selected.

The dissertation entitled *Políticas de cotas raciais em universidades brasileiras: entre a legitimidade e a eficácia* (Racial Quota Policies in Brazilian Universities: Between Legitimacy and Effectiveness), by Iensue (2009), aimed to analyze the legitimacy and effectiveness of the racial quotas policy for the access of Afro-descendants to public higher education in Brazil, starting from the apparent dichotomy between the values of freedom and equality and seeking to understand their influence on modern and contemporary conceptions of State and justice.

The author points out that, throughout the text, she analyzed the legitimacy of the racial quotas policy in view of the normative principles established by the Federal Constitution of 1988, such as the principle of equality, human dignity and proportionality, and in view of some international instruments. She also dialectically analyzes the legitimacy of affirmative actions as a gender and the political species of quotas, based on the main objections to the adoption of such instruments.

In her results, she concluded that from the perspective of the Brazilian constitutional system, in theory, there are no obstacles to the adoption of affirmative actions, and each case should be analyzed *in concrete*. It must be considered whether the criteria adopted are adequate, reasonable and proportionate to the purposes they intend to achieve. Consequently, the constitutionalist doctrine has pointed in the sense that differentiation or unequal treatment must be in line with the principle of proportionality.

She also found that the Brazilian racial dilemma is not just a matter of skin color, but it is linked to the factor of class, origin, and poverty, mainly inherited from the perverse system of slavery. Therefore, affirmative actions, especially quotas for access to higher education, in order to maintain consistency with the idea of equality and justice in the Brazilian context,

must combine the racial criterion with the socioeconomic criterion, under penalty of reverse discrimination.

She concludes by stating that the quota policies for access of Afro-descendants to universities are intended to reduce the gap between members of this portion and whites, since, through the artificial correction of the asymmetry in opportunities, it will therefore favor the creation of conditions minimum requirements for increasing social cohesion.

The thesis named Implementation of the *Implementação da lei de cotas em três universidades federais mineiras* (Quota Law in three federal universities in Minas Gerais), by the author Santos (2018), points out as its main objective to investigate the process of implementation of the Quota Law (12,711/2012) in three federal universities in the state of Minas Gerais, that is, at the Federal University of Minas Gerais, at the Federal University of Ouro Preto and at the Federal University of Viçosa.

He concluded that the Quota Law has been demanding a mobilization of university management, related to its operationalization, and also that this policy inaugurated a new time in relation to the inclusion of segments with a history of exclusion in institutions, which cannot see their objectives threatened by operational obstacles.

In addition, the hypothesis that the vacancy reservation program introduced some new developments in the institutions that influenced university management was confirmed. And he believes that it is necessary to prevent such effects and implications from becoming obstacles to the realization of public policy objectives, which is to promote the inclusion of social segments with a history of discrimination and inequality in federal public higher education.

In the descriptor “affirmative actions”, two thousand four hundred and thirty-eight research were found, however, filtering for the “subject” field, two hundred and nine were obtained. Performing one more filtering, now in the search for “title”, one hundred and seventy-five works were left. From these, two research were selected, being a thesis and a dissertation.

Camargo's doctoral thesis (2005), entitled *O negro na educação superior – perspectivas das ações afirmativas* (Black people in higher education – perspectives on affirmative action), had as its main objective to evaluate the presence of black people in the university and the proposed government measures, with a view to increasing the number of black people in higher education.

It was research developed at the Pontifical Catholic University of Campinas, in which questionnaires were applied to students from the Postgraduate Program and from the Specialization and Graduation courses of the College of Education.

The research subjects were 331 students, who gave their opinions on affirmative action, quota, racial democracy, providing data on work, courses previously attended, family income and self-declaration regarding color, in order to map the number of black students at the College of Education.

As a result, the author obtained the following data: the College of Education is attended by a female and white majority and the total number of blacks (the sum of those who declared themselves black or brown) is 61 students. Whites and blacks declared the quotas ineffective and questioned the affirmative actions directed at blacks, considering the measure to be discriminatory.

The dissertation is entitled *Ações afirmativas na pós-graduação* (Affirmative Actions in Postgraduate Studies, by the author Pereira (2019). Its objective was based on investigating the profile of postgraduate students in Brazil (black, brown), who had access to this stage of higher education through affirmative action, between 2017 and 2018.

This survey allowed the author, through data collection, to point out that more than 70% of institutions already adopt affirmative actions in their selection processes. According to her, it was concluded that the research was expanded and arguments were collected from coordinators of postgraduate programs at these institutions about affirmative actions in the courses. The initial hypothesis was that there was resistance from this managerial group, which was not confirmed after collection.

In addition, in the survey, after the analyses, a module was proposed to be filled in by the student on the Sucupira Platform so that the Coordination for the Improvement of Higher Education Personnel (CAPES) can meet the requirements of Ordinance n. 13 of 2016, in its Art. 3rd, and gather official information about the profile and socioeconomic data of the students. This module should also include information to be provided by course coordinators on the number of students who enroll in selection processes and how many are entering, so that the demand for courses can be mapped, in addition to identifying applicants and entrants for affirmative action.

In the descriptors “*cotas AND pós-graduação*” e “*cotas na pós-graduação*” (“postgraduate AND quotas” and “postgraduate quotas”), one thousand seven hundred and twenty-two works were found in general, in the field “all subjects”, one thousand seven

hundred and twenty-two works, however, using another filter for the search only “subject”, three remained. However, none were considered to contribute to this mapping, as they are not related to the research object.

In the descriptor “*políticas de cotas*” (“quota policies”), broadly, in “all subjects”, seven hundred and seventy-three researches were found. Performing the filter for the “subject” field, eighty-five works remained. Of these, three were considered, two by authors already referenced above (IENSE, 2005; SANTOS, 2018) and a doctoral thesis.

The thesis is entitled *Ações afirmativas em universidades públicas brasileiras: uma análise sobre a implantação das cotas raciais* (Affirmative actions in Brazilian public universities: an analysis of the implementation of racial quotas), defended by the author Souza (2017).

Its objective is to carry out an analysis of the trajectory of implementation of affirmative action in Brazil - in pioneer public universities (University of the State of Rio de Janeiro - UERJ; State University of Northern Rio de Janeiro Darcy Ribeiro - UENF; State University of Bahia - UNEB; and University from Brasília – UnB), as well as at the State University of Londrina – UEL (which is not among the pioneers, but because of its proximity, it allowed access to black quota holders) in the period from 2002 to 2015.

For a greater situation of the problem involving racial quotas, in addition to data collection, interviews were conducted with some black quota graduates from the State University of Londrina.

As a result of the research, the author demonstrates that the difficulties of implementing affirmative actions, in particular, university racial quotas, in higher institutions in Brazil, as well as the "affirmative" actions undertaken by the Brazilian State, serve to alleviate possible confrontations, since the Brazilian State participated in Conferences of the United Nations (UN) and made international agreements to alleviate racial and social inequalities.

She ends the thesis by stating: however, these affirmative actions, racial quotas, to obtain future results in the sense of moving Brazilian society to demand a new civilizing process, in which blacks have access to education and thus can occupy the professions of the best *social status* still depends on other actions, whether cultural, political, ethical, that metamorphose the infringed social heritage that blacks have always occupied a subordinate and inferior position in society, in order to break the bonds of inequalities (racial and social), which bear fruit discrimination, prejudice and racism.

In the descriptor “*cotas OR negros*” (“black OR quotas”), eleven thousand, three hundred and fifty-one research were found. Filtering for the “subject” field, we had a universe of two thousand, two hundred and forty-three. Performing another filtering, the amount still remained high, leaving two thousand, two hundred and forty-two searches. For a better search of this descriptor, the terms “AND *educação*” (“AND education”) were added, which ended up locating a universe of one hundred and twelve searches. However, none of them was adequate, as the discussions contained in them were different from the theme of the research object.

In the descriptor “*negros*” (“blacks”), we found, in general, eight thousand, three hundred and fifty-eight papers. In the “subject” filter, there was a universe of one thousand nine hundred and eighty-four. Adding the word “*educação*” (“education”) and changing the search filter to “title”, one hundred and twelve research remained, the same amount as the previous descriptor. After this refinement, no work was also suitable to be considered, read and analyzed, for the same reason as above.

In the descriptor “*movimento negro*” (“black movement”), one thousand, three hundred and fifty-one searches were found, in the filter “all subjects”. Performing a filter, now in the “subject” field, a quantity of one hundred and sixty-three was obtained. Filtering once more, in the “title” field, there were ninety-nine research. Of these, only one doctoral thesis fit the main proposition of the article.

This thesis, by Santos (2007), whose name is *Movimentos negros, educação e ações afirmativas* (Black Movements, Education and Affirmative Actions), aims to discuss why renowned social scientists in the field of studies and research on Brazilian race relations – whites in their absolute majority, according to the classification of the Brazilian Institute of Geography and Statistics (IBGE), are against the implementation of quotas for black students in the entrance exams of Brazilian public universities.

To answer this question, the author seeks to support the hypothesis that the quota policy for blacks in Brazilian public higher education goes beyond its immediate objective, namely, the inclusion of black students in Brazilian public education.

In short, the thesis discusses what is under dispute in Brazilian society with the implementation of the affirmative action policy of quotas for black students entering public universities. Consequently, it also discusses the struggle of the Brazilian Black Social Movements for good quality public education at all levels of education, that is, from elementary to higher.

The author concludes in his thesis after collecting and analyzing the data that, on the one hand, within their comfort zone, some renowned white intellectuals from the classical social sciences fear for the future of Brazilian society with the implementation of the quota system for blacks. On the other hand, quota students with life trajectories similar or even the same as social quota students, who dream of a better future; where most white intellectuals in the field of race relations studies and research who oppose the quota system for blacks in universities see racial problems and conflicts, black intellectuals and many black students see possibilities for a change for a better life.

In the descriptor “*políticas afirmativas AND pós-graduação*” (“affirmative policies AND postgraduate studies”), in the general search, there was a result of two thousand, six hundred and thirty-eight papers. However, it was filtered in the “subject” search field, and two dissertations were located, however, only one was related to the research object. It is entitled *Affirmative Actions for the Black Population in Postgraduate Programs: Deepening the Issue of the University of Brasília* (Affirmative Actions for the Black Population in Postgraduate Programs: Deepening the Issue of the University of Brasília), by the author Béu (2015).

It aimed to analyze the actions to expand access of the black population to *stricto sensu* graduate programs at the University of Brasília between 2004 and 2015. Its keywords were: expansion of access, black population, public policy, affirmative action, *stricto sensu* postgraduate courses.

The results found were: the UnB has been silent on the non-existence of an institutional policy to expand the access of the black population to *stricto sensu* postgraduate courses, with four academic units following at the forefront with their isolated initiatives, made possible by regulatory autonomy they have.

The results confirm the guiding hypothesis that the effort of the University of Brasília to institutionalize affirmative action in *stricto sensu* postgraduate programs does not occur to the same extent as pressures from groups such as students and the government itself, although pressures are guiding government agendas.

From this survey in the BDTD, the research considered contributed in a broader way so that there was a better proximity to the object of study. These are tangential discussions, which can help to better target the situational analysis process on the topic.

In the sub-item below, the mapping of productions in ANPED will be explained.

## Mapping of productions at ANPED

In relation to the scientific articles published in the annals of the annual/national meetings of ANPED's WG 21, under the descriptor “*políticas afirmativas*” (“affirmative policies”), five studies were found, but none suited the research object.

In the descriptor “*ações afirmativas*” (“affirmative actions”), six studies were found and one was considered, whose title is *Cotas na pós-graduação e a perspectiva de conquistar outros espaços para a produção de conhecimento* (Quotas in postgraduate studies and the perspective of conquering other spaces for the production of knowledge), by the author Norões (2013).

This article aims to analyze and reflect on the production of authors Cunha Júnior and Carvalho (2003), the first to research quotas in postgraduate studies. The author concluded in her article that the creation of spaces for research on Affirmative Actions (AA) in thirteen areas of knowledge and in one hundred and one Higher Education Institutions and other spaces, indicates a context of progressive achievements in a short period of time.

This movement that occupied these controversial spaces of intellectual production was essential to broaden the debate on racial relations in Brazil. One must consider that this might not have happened with the AA in other areas, which are also part of the demands of the Black Social Movements and are provided for in the document produced and delivered to former president Fernando Henrique Cardoso in November 1995 (Zumbi dos Palmares March against Racism, for Citizenship and Life).

The extension of AA to postgraduate studies is a short step in terms of discussion and has not yet permeated the academic milieu, which will possibly resist such a proposal, but it is still a strong trend, which will require new interventions and studies in this future field of disputes.

In the descriptors “*cotas AND pós-graduação*” (“quotas AND postgraduate studies”), only one article was found and it is the same one already mentioned (NORÕES, 2013).

In the descriptor “*cotas OR negros*” (“black OR quotas”), an article entitled *Mitos e controvérsias sobre a política de cotas para negros na educação superior* (Myths and controversies about the policy of quotas for blacks in higher education) by the authors Bittar and Almeida (2006)<sup>7</sup> was found. It aims to analyze the process of implementing the quota policy for blacks in higher education at the State University of Mato Grosso do Sul (UEMS)

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<sup>7</sup> This article was published in full in *Educar em Revista*, that same year. It was also included in ANPED's WG 11, that is, Higher Education Policy, for addressing the specifics of this WG and WG 21.



and to what extent this policy can be considered a strategy for access and permanence of quota students at the University.

The authors concluded with the research that the adoption of the quota system consists of an affirmative action to overcome inequalities, towards the achievement of material or substantial equality, which is the result of what can be called the second generation of fundamental rights, as it absorbs and expands the procedural law. It is not enough, according to this new paradigm of organization of public powers, to guarantee a State that is blind to arbitrary distinctions. It is insufficient to prohibit the law from condemning the individual based on the group he belongs to according to natural or cultural patterns. It is necessary to implement, through the law and public policy instruments, equal opportunities, even though it is necessary to stipulate compensatory benefits for historically discriminated groups.

Eighteen articles were found with the “negros” (“blacks”) descriptor, but there were two that approached the subject of the research object. The first is the same as mentioned above (BITTAR; ALMEIDA, 2006) and the second is: *Quem são os negros? Classificação racial no Brasil: aproximações e divergências* (Who are black people? Racial classification in Brazil: approximations and divergences), by the author Queiroz (2001)<sup>8</sup>.

Its objective is to contribute to the discussion on ways of racial classification in Brazil and its empirical field is the Federal University of Bahia (UFBA). In her analyses, she sought to identify similarities and divergences between classifications and to understand how certain variables can affect the way people classify themselves and are classified in the Brazilian reality.

The survey data show that there is a gradation in the socioeconomic status of students that corresponds to their color gradation and that places those consistently classified as light in the most privileged situation, and those consistently classified as dark in the least privileged situation. Thus, 83.6% were consistently classified as light skinned. These are the ones that make up a contingent that, in greater proportions, come from families with high socioeconomic status, whose father has higher education, and who have a higher average family income.

It is possible to think that these students see themselves as not only phenotypically clear, but that their social status also makes them feel socially clear. Those 16.4% who defined themselves in the light pole and who were classified by the researcher in the dark pole, therefore, have an inconsistent classification, present a less favorable situation than the

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<sup>8</sup> Esse artigo faz parte também do GT 3 da ANPED (Movimentos sociais, sujeitos e processos educativos), e ele contempla as peculiaridades científicas analíticas desse GT e do GT 21.

light poles classified consistently, but still, a situation far from those consistently located in the dark pole. This distance from the consistent light situation may suggest that because they have a social status close to that of the light, they see themselves as such, even if their phenotype is seen by others as dark.

The 47.6% who defined themselves as dark and who were classified as light by the researcher presented an even less favorable situation than the self-defined light, classified as dark.

Finally, those in the most precarious situation are those consistently classified as dark; these would see themselves as dark not only because of their phenotype, but also because of their social status and would also be seen as dark by the observer.

Furthermore, she concludes by noticing the confirmation of the idea that in Brazil there is a system of social hierarchy in which color is associated with social status to define people's place. In this system, the lighter color is related to the highest status and the darkest color to the lowest status, that is, money as well as education whitens.

In the descriptor “*política de cotas*” (“quota policy”), three works were found, however only one comes close, being that of the authors Bittar and Almeida (2006). In the descriptor “*cotas*” (“quotas”), nine studies were found, and two were considered, that is, by the authors Norões (2013) and Bittar and Almeida (2006). All these research have already been described in the preceding paragraphs.

In the descriptor “*movimento negro*” (“black movement”), five studies were located, two by the aforementioned authors and one by the author Barreto (2012), named *Ações afirmativas e sistema de cotas: um olhar a partir do movimento negro* (Affirmative actions and quota system: a look from the black movement).

It aims to analyze the process of implementing quotas, considering the contributions of the black movement in the struggle process, regarding the access of Afro-descendant and indigenous students at the university.

Their research findings demonstrated that social movements needed to be an integral part of any policy discussion and implementation process at the university, especially the quota policy. Furthermore, it was possible to clearly identify the effective participation of the black movement in the quota policy. But the strategies used to implement the policy were, along the way, getting lost, stumbling, at times even falling, but getting up and, within this context, the black movement was the precursor of this mobilization, of this fight against injustice. against blacks, especially regarding education and social ascension.

It highlights that, despite the increased access to universities, the difference between blacks (blacks and browns) and whites needs to be reduced. Therefore, the racial issue must be taken into account, considering that the years of slavery in Brazil still influence the current scenario of inequality between whites and blacks.

What can be seen is that even today, even after the issue of racial superiority fell to the ground, we still have a strong weakening in the media and culture. This fact is not far from university spaces, which see themselves as immune to all the “pests” of society. This thought is considerably hypocritical and misleading, as, in an attempt to stifle existing problems, it ends up impoverishing debates on the subject.

After descriptions of the objectives and results of the research found in the survey of scientific productions, the subsequent sub-item will address the final considerations.

### **Final considerations**

Quotas are the most accessible ways to equalize the inequalities that occur in countries that suffered slavery and social injustice, as is the case in Brazil.

It is considered that the two databases selected *a priori* do not effectively contemplate the survey of scientific production about the object of study. It is necessary to go deeper, to search and explore other databases later, to verify if the theme is embryonic, incipient and unexplored in the educational scientific field.

Through readings, descriptions and analyses, and with the purpose of responding to the main objective and the research problem raised, it was concluded that there are few productions directly related to the research object, as the themes addressed in them are only tangential to it. These tangents still present local and isolated results, that is, data only from a specific institution or region, so the scope of totality is not recurrent.

Few productions were found that deal with quotas for blacks in postgraduate education and on the central proposition of the objective of the article, that is, on affirmative policies for blacks in postgraduate education in Brazil, no research was found in these two databases researched, which indicates that the proposal for the development of the doctoral thesis may be unpublished and original.

It was found that there is a broader and richer universe of research on quotas for blacks in undergraduate courses, institutional policies related to their access and permanence, trajectory/identity/black representation, people with disabilities, indigenous people, rights, government programs, among others.

Taking this into account, further studies, analyses, discussions and problematizations are needed regarding affirmative policies for blacks in postgraduate school. It is actually necessary and primordial.

It is believed that it is pertinent to elucidate the question that raised the investigation: “What has been produced in Brazil about affirmative policies for blacks in postgraduate education”?

Therefore, given the findings regarding research on the subject, the object is original and relevant to the field of education, in the context of affirmative policies for black people in higher education. It is important research to investigate, so that it has more academic, political, social and educational visibility.

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