

## HIGHER EDUCATION IN MUNICIPAL EDUCATION PLANS

### *ENSINO SUPERIOR NOS PLANOS MUNICIPAIS DE EDUCAÇÃO*

### *LA EDUCACIÓN SUPERIOR EN LOS PLANES EDUCATIVOS MUNICIPALES*

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**ABSTRACT:** This text aims to discuss how the Municipal Education Plans (MEPs) of Jataí and Mineiros – towns located in the southwest of Goiás – approach Higher Education, considering the democratization and social quality of this level of education as analytical categories. Through documental research, based on the texts of the MEPs of the mentioned municipalities, their monitoring reports and the national monitoring of the National Education Plan and the help for organizing the data of the IRAMUTEQ software were systematized in word clouds to identify the occurrence of expressions that dialogue with the objective of the study on screen. As a result, it is concluded that access to documents is limited in the municipalities, the word democratization and its derivations are not among the main ones in the word clouds, pointing to the valorization in the speech, but the null mention in the goals and strategies about Teaching Superior in the MEPs studied; municipal data also point to the prevalence of private institutions of higher education, putting into question the social quality of education offered at this level and, aware of the role of municipalities in the provision of higher education, the relevance of this federative entity in the organization and promotion of the teaching stage.

**KEYWORDS:** Higher education. Municipal Education Plan. Documental research. Goals and Strategies. Monitoring.

**RESUMO:** *O presente texto objetiva debater como os Planos Municipais de Educação (PMEs) de Jataí e Mineiros – municípios localizados no sudoeste goiano – abordam o Ensino Superior, considerando a democratização e a qualidade social desse nível de ensino como categorias analíticas. Por meio de pesquisa documental, com base nos textos dos PMEs dos citados municípios, seus relatórios de monitoramento e o monitoramento nacional do Plano Nacional de Educação e o auxílio para organização dos dados do software IRAMUTEQ foram sistematizadas nuvem de palavras para identificar a ocorrência de expressões que dialogassem com o objetivo do estudo em tela. Como resultados, conclui-se que o acesso aos documentos é limitado nos municípios, a palavra democratização e suas derivações não figuram entre as principais nas nuvens de palavras, apontando para a valorização no discurso, mas a nula menção nas metas e estratégias sobre o Ensino Superior nos PMEs estudados; dados dos municípios também apontam para a prevalência de instituições privadas de Ensino Superior,*

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*colocando em discussão a qualidade social da educação ofertada nesse nível e, cientes do papel dos municípios na oferta do Ensino Superior, destaca-se a relevância desse ente federativo na organização e fomento à etapa de ensino.*

**PALAVRAS-CHAVE:** *Ensino superior. Plano Municipal de Educação. Pesquisa documental. Metas e estratégias. Monitoramento.*

**RESUMEN:** *Este texto tiene como objetivo discutir cómo los Planes Municipales de Educación (PME's) de Jataí y Mineiros – municipios ubicados en el suroeste de Brasil – abordan la Educación Superior, considerando la democratización y la calidad social de este nivel de educación como categorías analíticas. A través de la investigación documental, a partir de los textos de las PME's de los municipios mencionados, sus informes de seguimiento y el seguimiento nacional del Plan Nacional de Educación y las ayudas para la organización de los datos del software IRAMUTEQ se sistematizaron la nube de palabras para identificar la ocurrencia de expresiones que dialogaban con el objetivo del estudio en pantalla. Como resultados, se concluye que el acceso a los documentos es limitado en los municipios, la palabra democratización y sus derivaciones no se encuentran entre las principales en las nubes de palabras, apuntando a la valorización en el discurso, sino a la nula mención en las metas y estrategias sobre educación superior en las pymes estudiadas; Los datos de los municipios también apuntan a la prevalencia de instituciones privadas de Educación Superior, discutiendo la calidad social de la educación ofrecida en este nivel y, conscientes del papel de los municipios en la provisión de Educación Superior, destaca la relevancia de esta dimensión federativa en la organización y promoción a la etapa docente.*

**PALABRAS CLAVE:** *Educación superior. Plan Municipal de Educación. Investigación documental. Objetivos y estrategias. Monitorización.*

## Introduction

The approval of the National Education Plan (2014-2024) determined that states and municipalities should, by June 24, 2015, prepare their plans, with the respective guidelines and goals, covering all systems, levels and types of education. The research in question in this article intended to discuss how the Municipal Education Plans (MEPs) of Jataí and Mineiros - municipalities located in the southwest of Goiás - address Higher Education, considering the democratization and social quality of this level of education as analytical categories.

Given this assumption, this paper is the result of a dissertation that had as loci of data collection three municipalities of southwest Goiás. Besides the two cited, the city of Rio Verde was also researched in the dissertation research, however, due to the innocuousness of the documents found in this municipality on the theme, for now the municipalities of Jataí and Mineiros will be presented specifically regarding their MEPs and Higher Education.

The research on which this manuscript is based had as methodological procedures the assumptions of document analysis and bibliographic review, with the support of the software IRAMUTEQ, which contributed to allow the process of understanding the documents through the formation of word clouds. Some documents were made available by the Municipal Education Departments of the cities of Jataí and Mineiros, and others were found on the websites of the respective city halls. Initially, a list was made of the documental corpus found and then a preliminary reading was carried out, separating those that would help to interpret the dynamics of the researched object.

It is also emphasized that the choice of the two cities is justified since they have universities of different legal status, in order to allow the observation of how the Municipal Education Plans conform general and particular interests of public and public-private institutions. Such fact can be observed in the organizational and administrative structure of the Federal University of Jataí and the University Center of Mineiros - UNIFIMES.

The bibliographical survey carried out as part of this research also justifies it, considering that it has proven to be unprecedented. When searching the Theses and Dissertations Catalog<sup>3</sup> of CAPES, in June 2019, with some delimited filters, 9 theses and 58 dissertations were located. Of the total 67 productions, 18 have in their own title the term Municipal Education Plan. When analyzing the theses and dissertations, by reading the abstracts and introductions of the works, it was observed that around 73% did not deal directly with the Municipal Education Plan, but used this document to draw information on another theme, such as the inclusion of people with disabilities or early childhood education. Of the total amount, none of the studies that analyzed the subject made a specific study on Higher Education, which indicates a gap in the research that points to some interface between the MEP and this level of education. From these premises, the text will present a debate around the MEP in the context of Brazilian education and the local/regional reality, specific data on the approach to Higher Education in the MEPs studied and the advances and limits in relation to the objective initially mentioned.

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<sup>3</sup> CAPES: Center for the Improvement of Higher Education Personnel. Filters used for search: years: 2014; 2015; 2016; 2017 and 2018; Major area: Humanities; Knowledge area: education; adult education; Evaluation area: education; Area of concentration: all; Program name: EDUCATION/education..

## Education plans: at the intersection of the national context and local reality

Planning can be considered a very present theme in Brazilian education, since that which refers to planning classes to institutional planning and / or systems. For Bordignon (2013, p. 31), "planning is, glimpsing on the horizon of the desired future the objectives to be achieved, to trace the paths to reach it and define the means and ways to walk"; in line with the first author cited, Vieira (2014, p. 56) argues that "[...] the plans usually translate intentions to improve existing situations".

Throughout history, Brazil has had three National Education Plans, those of 1962, 2001 and the current one, in force since 2014. According to Silva (2018, p.5), "after four years of discussion and processing of the bill that gave rise to it in the National Congress, the NEP Law was unanimously approved, sanctioned without vetoes, and is valid for ten years. This law covers proposals for education from kindergarten to higher education and even post-graduation. It proposes increases in vacancies, investments, general improvements for an inclusive education, training, career, and teachers' salaries. About its elaboration, Aranda, Przylepa and Maia (2020, p. 739) write that:

In compliance with the legal order, the preparation of the PNE (2014-2024) counted on the participation of civil society, organized social movements, associations, entities and federated entities from all over the country, elected by their peers as delegates at the National Conference on Basic Education (CONAE) in 2010. Thus, the space for debate was strategically organized into municipal, inter-municipal, state and, finally, national conferences.

About the structure and composition of the NEP, according to Silva (2018, p.6)

It is organized as follows: the core of the law, with several normative provisions and guidelines, plus an appendix with twenty goals and hundreds of strategies to achieve them. Most of them must be fulfilled by 2024, but there are several intermediate deadlines foreseen in the goals and strategies.

To meet the targets and strategies, a collaboration scheme must be established among the federative entities, which implies that the municipalities can collaborate with the fulfillment of these indexes. In the words of Saviani (2010, p. 383):

It must be emphasized, however, that the difference in degrees of autonomy does not mean a reduction in the importance of the instances that have less autonomy. It is commonly said that the municipality is the most important instance, because that is where, concretely, people live. From this point of view, the State and the Union are configured as abstract instances, since their reality is materialized, in fact, in the cutout of the municipalities. But if this is so, then it is clear that the configuration of the states and the Union, their structure, organization and administration are operated by concrete individuals, real citizens, that is, the inhabitants of the municipalities.

Therefore, if autonomy is more concentrated in the states than in the municipalities, it is because at the state level, autonomy is exercised in relation to all the municipalities that compose it, and not only by each municipality in comparison with the others. The same can be said of the Union, whose autonomy is exercised in relation to all the federative units and not only in opposition to each other. Ultimately, it is the citizens who act simultaneously in the three instances that, obviously, strengthen each other as the articulation bonds that unite them around common purposes and interests become closer.

The author's statement (SAVIANI, 2011) demonstrates the importance of instituting policies that correspond to the concrete possibility of their realization by each entity, while no entity should have less autonomy than the other, pointing to the relevance of local planning of policies. In this line, Lima (2019, p. 1) agrees:

[...] if it is understood that the locality, that is, the municipality as its own political-administrative administration, expresses the manifestations, the needs and demands of the citizens, their identity and the synthesis of their historical experiences, we will reach the conclusion that this is where social life really happens, and that local government should represent it and enforce its wishes.

The MEPs are part of a municipal education system and, according to Bordignon (2009, p.23), "the creation of education systems is deeply rooted in the political process of building democracy and consolidating the federative regime, through the gradual affirmation of autonomy, that is, of citizenship of the federated units. Thus, the way each municipality organizes its system meets its needs, hence the importance of self-administration.

According to article 211 of the Federal Constitution and article 8 of the Law of Directives and Bases, the Union is responsible for Higher Education and will act jointly with the other entities in a suppletive way. The States and the Federal District will prioritize high school and elementary education, and the municipalities will prioritize elementary and infant education. Higher Education is not treated as obligatory for any of the entities, but should be arranged in a collaborative regime, therefore, the education systems should make evident the responsibilities of the entities to contribute to a quality education.

The creation of the educational system, according to Cabral Neto, Castro and Garcia (2016, p. 49):

It constitutes a necessary measure for the conformation of a mechanism to make the goals of the NEP 2014/2024 feasible, considering that it would make clear the competencies and responsibilities of the federated entities regarding the field of education. The collaboration scheme would constitute, then, an essential mechanism to make the goals of the PNE feasible, showing, therefore, that the success of the plan would be in the ability of articulation between the federated entities.

With this, the municipalities, in a regime of reciprocal collaboration, have the autonomy to set up their own education systems, articulating with the national one, a process that demands studies and stages, given the particularities faced locally.

Law No. 3.708, of June 26, 2015, corresponds to the Municipal Plan of the city of Jataí, consisting of 15 articles, approved by the City Council and sanctioned by the mayor, Humberto de Freitas Machado. It still has as a single annex the entire team responsible, an introduction, presentation, characterization of the municipality, 20 goals and numerous strategies and, finally, guidelines for monitoring and evaluating the plan. The PME is very detailed, with a total number of pages of 22 published in the Official Gazette and 74 pages if converted into *pdf* format.

The MEP of Mineiros is Law n. 1,746, of November 27, 2015, originating from bill no. 39/2015, proposed by the Executive Branch, approved by the City Council and promulgated by the then president of the Legislature, Edmar Ferreira de Andrade. The law provides 15 articles and an annex with the goals and strategies. It has no introduction, presentation or other topics, being composed of 20 goals and several strategies.

### **The documents in focus: results and discussion**

The analytical categories of the study of these documents were democratization and social quality of this level of education. Democratization, according to Lemus (2010, p. 1), "has been identified with universal and free access at all educational levels (from preschool to higher education)," bringing the idea that the most diverse segments of society should participate in the conduct of the educational process, such as teachers, students, parents, and society as a whole.

Also, in the words of Nez (2018, p. 252):

[...] the existence of a theoretical movement constitutive of the definition of quality, which starts from a political-ideological link until its potentialization, while socially referenced. It can be noticed that quality becomes a relevant theme in discussions about public policies, when it emerges in inflamed speeches in search of the democratization of Education. Thus, the contribution walks in this direction of appropriating the elements that make up this conceptualization in search of a critical referential.

Souza and Magalhaes' (2016, p. 16) understanding holds that:

The concept of quality in the counter-hegemonic perspective says of social expectation, of emancipation, being the generator of independent and critical thinking, which is not tied to the productive process, and denies that external forces impose the level of quality that this formation did not guide.

In view of these aspects, the MEPs may have the role of contributing to a democratic education, since, from their elaboration to their implementation, and even in the evaluation process, it is necessary that society contributes and is always ahead, supervising the fulfillment of the goals and strategies.

Thus, we proceeded to analyze whether the MEPs of the cities studied, in relation to the level of Higher Education, contribute to or have an influence on the democratization of access and the social quality of education. To this end, we initially searched the document in *.pdf* format to see how many times the word democratic and similar words, such as democratize, democratization, appeared in general, in order to see if the MEP of the city in question had any provisions on the subject at any time.

We started to analyze the goals and strategies of the MEPs of Jataí and Mineiros, separated the goals and strategies regarding Higher Education of each one of the MEPs and, this way, we launched them in the IRAMUTEQ software and made a word cloud of each one of them.

In the *.pdf* file of Jataí's MEP, the word democratic appears 17 times, democratic 1 time, democratization 5 times, and democratically 2 times, in different contexts

Analyzing the context in which they appear, we see that democratic management and democratization were a concern in the process of elaborating the MEP, in which a specific topic is destined to address democratic management. As a consequence of this concern, target 19 deals with the conditions for this, but does not allow us to identify actions to compose this issue with regard to Higher Education, since the word democratization and other related words do not appear at any time in what concerns the goals and strategies for Higher Education.

This is what the word cloud depicts, and the MEP in Jataí has 5 goals related to this level of education and several strategies, thus forming the following word cloud:

**Chart 1** – Jataí Municipal Education Plan Word Cloud

Source: Prepared by the authors (2020) based on the Jataí Municipal Education Plan (2015)

When exploring the cloud, we analyzed the central, peripheral, and surrounding words, with **education** being in the highest degree, followed by **higher**. Such central words allow us to infer that this reflects the cut-off of this research, since the goals and strategies described in the software were related to this level of education.

The words **teacher**, **graduation**, **municipal**, **teaching**, **training**, **institution**, **public**, **basic**, **municipality** are highlighted peripherally, which may reflect the plan's concern with training teachers at a higher level to work in the municipal basic education network, as goal 15 of the plan confirms.

Researching the surrounding words, a relevant highlight is to notice that the word **collaboration** appears, which may demonstrate the plan's concern in proceeding with the issue of collaboration of the entities to manage education. This fact is reinforced by the words **federal**, **state** and **municipal**, also present in the cloud.

The words **technological**, **scientific**, and **development** also appear in the plan, just as in the NEP, reflecting a concern to expand these aspects in teaching at higher institutions. The also surrounding words, **research**, **teaching**, **extension**, **doctoral** and **master's degrees**, are present in the cloud, which evidences a field very close to the concept of University, reinforcing the idea of Higher Education as a tripod of attributions.

In Mineiros, as well as in the MEP of Jataí, we checked to see if the terms: democratic, democratization, democratizar, democraticamente appeared in the final text of the PME. The

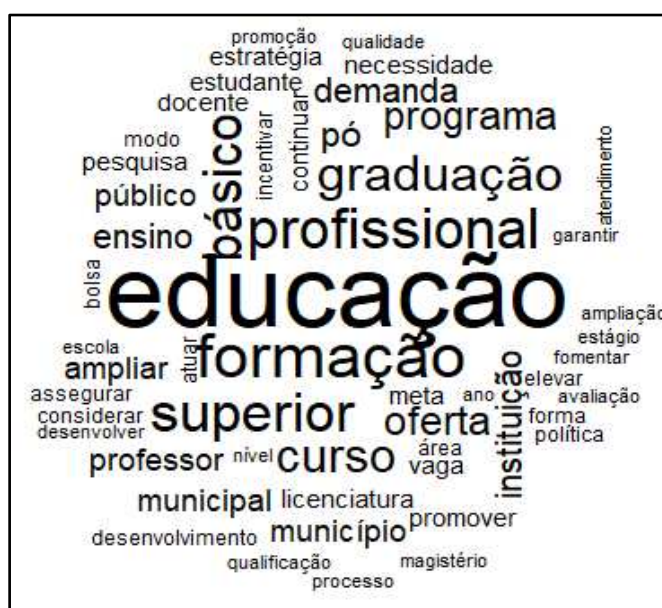


result was that the word democratic appeared 5 times and democratization 1 time, in various contexts.

We verified that the descriptors appeared 6 times only and at no time is foreseen in the goals related to Higher Education, as well as in the MEP of Jataí. On the other hand, the article 19 deals in a generic way with the implementation of a democratic management within 2 years.

The MEP of Mineiros has 5 goals and several strategies related to Higher Education and, in the same way, a word cloud was generated:

**Chart 2** – Word cloud of the Mineiros Municipal Education Plan.



Source: Prepared by the authors (2020) based on the Mineiros Municipal Education Plan (2015)

We verify that in the cloud arrangement, also with regard to the central, peripheral and surrounding elements, the central word is education. As peripheral words, we can see **formation, higher education, basic, graduation and professional**, with great strength, which shows the concern, as well as the MEP of Jataí, in training professionals in higher education to work in basic education. The surrounding words, **research** and **teaching**, appear, but there is no indication for extension, not closing the triad of the University's objectives.

To conclude, we sought to analyze the monitoring reports of the MEPs studied to verify whether the goals and strategies are being met and whether they contribute to the social quality of this level of education.

Faced with the difficulty regarding the documental survey of this PME development stage, due to the lack of records, the documents not being available on the sites, and also the fact that the municipalities do not directly monitor the goals related to higher education on the

grounds that they are not obliged to comply, since the municipality has competence in relation to elementary and early childhood education, we sought the monitoring carried out by INEP<sup>4</sup>, since the NEP is constantly monitored, and as a result so are the MEPs, with the latest data being from 2018.

In this line, the goal 12, in its indicators, being the indicator 12A - Gross Rate of Enrollment in Graduation (TBM): the goal is 50%, and Brazil reached: 30.30%; Midwest: 24.50%, Goiás: 36.50%, Jataí: 37.30% and Mineiros 24.50%. And in indicator 12B - Net rate of schooling on graduation: the target is 33%, and the country reached: 20.20%; Midwest: 27.20%, Goiás: 26.20%, Jataí: 23.60%, and Mineiros 20.40%.

The data shows that on a national, regional and municipal level, no goal has been reached yet. On the other hand, if we compare the two municipalities, Jataí concentrates the highest percentage of enrollments, even higher than the national and regional levels, certainly due to the number of public institutions and courses offered.

We noticed that in relation to undergraduate schooling <sup>5</sup>, the goal has not yet been reached in any of the levels, national, regional and municipal, with Jataí and Mineiros exceeding the national average, but still far from indicating that there will be a wide reach of students in the age group in graduation.

Thus, the percentages lead us to realize that there is a challenge in each municipality and that meeting the goals should be inherent to the development of the Plan, sought by municipal administrations, but this race to meet the goals ends up not happening. This element shows that access to Higher Education is problematic, in the words of Paula (2017, p. 304):

Thus, even with the efforts and legal measures to massify and democratize higher education since Lula's government, we are still in the transition from an elite system to a mass system, with a strong private sector presence in terms of institutions and enrollments at this level of education.

Even though the NEP includes expansion policies, we see that there has been special support for the private sector, with the total number of institutions in the state of Goiás, according to data from the Higher Education Census<sup>6</sup>, is 98 institutions, eight of which are public and ninety private. In the cities surveyed, one can also see the predominance of the private sector investing in the sector, as shown in the tables below:

<sup>4</sup> Available at: [http://simec.mec.gov.br/pde/grafico\\_pne.php](http://simec.mec.gov.br/pde/grafico_pne.php). Accessed August 11, 2020.

<sup>5</sup> The Net Schooling Rate represents the ratio between the number of enrollments at the expected age for being in school and the total population in the same age group. That is, among 18 to 24 year olds, it is forecast that more than 30% will reach the Higher Education level.

<sup>6</sup> Available at <<http://portal.inep.gov.br/web/guest/sinopses-estatisticas-da-educacao-superior>>. Accessed July 6, 2020.

**Table 1 – Higher Education Institutions in Jataí**

<b>INSTITUTIONS OF HIGHER EDUCATION: Jataí</b>		
<b>Institution</b>	<b>Acronym</b>	<b>Legal Nature</b>
Jataí Higher Education Center	CESUT	Private for Profit
College of Management and Innovation	FGI	Private for Profit
Estácio de Jataí Faculty	Estácio	Private for Profit
UNA College of Jataí	UNA	Private for Profit
State University of Goiás	UEG	Public-State
Federal University of Jataí	UFJ	Public-Federal
Federal Institute of Education, Science and Technology of Goiás	IFG	Public-Federal

Source: Organized by the authors

**Table 2 – Higher Education Institutions in Mineiros**

<b>HIGHER EDUCATION INSTITUTIONS: MINEIROS-GO</b>		
<b>INSTITUTION</b>	<b>ACRONYM</b>	<b>LEGAL NATURE</b>
University Center of Mineiros	UNIFIMES	Public - Municipal
Morgana Potrich College	FAMP	Private for-profit
Goiás State University <sup>7</sup>	UEG	Public - State

Source: Organized by the authors

In the cities surveyed, according to the tables above, one can also see the predominance of the private sector investing in the sector, since even the public municipal institutions are maintained by a foundation and charge monthly fees. At the moment, we do not verify possibilities of change in this scenario, since the current government shows an ultraliberal character, according to Dourado (2019, p. 11):

This process becomes more complex with the election of President Bolsonaro, through the strengthening of the neoliberal and ultraconservative agenda, whose signals and policies move towards the deepening of neoliberal adjustment policies, including the resumption and deepening of the proposed pension reform, intensification of the privatization process of the public sector, setbacks in public policy agendas and, in the educational field, by the conservative redirection of policies for the area, by the secondaryization of the

<sup>7</sup> Although not listed in the list of Higher Education Institutions of Mineiros-GO, the State University of Goiás also exists in the city and its regular registration in the MEC's Portal can be consulted at: <<http://emec.mec.gov.br/emec/consulta-cadastro/detalhamento/d96957f455f6405d14c6542552b0f6eb/NTg0>>. Accessed on July 6, 2020.

NEP and by significant budget cuts, with special emphasis on federal higher education institutions and on public basic education, among others.

On top of that, we verify that besides the access to this level of Education being a problem, it still, according to Paula (2017, p. 310):

[...] does not guarantee de facto inclusion in higher education, since it must be accompanied by permanence policies that allow the completion of courses by low-income students and ethnic minorities, who have historically been excluded from higher education, especially in courses of high demand/high social prestige. In correlation with this problem, Brazilian higher education presents high dropout rates and low completion rates in many undergraduate courses.

In this way, public policies and other legislation do not work to guarantee the access and permanence - democratization - of students in higher education, since they see the student as a client and, despite this, demand quality from the professionals all the time.

We observe this even considering that the Plans denote democratic action for their formation, and yet the NEP portrays goal 19 only for democratic management:

**GOAL 19** Ensure conditions within two (2) years for the implementation of democratic management of education, associated with technical criteria of merit and performance and public consultation with the school community in public schools, providing resources and technical support from the Union for this purpose. (BRAZIL, 2014, our emphasis)

We noticed that, in 2016, the NEP should have achieved goal 19, but when we checked through INEP's website about the monitoring of this goal, there is simply no data, which corroborates the issue that there is a predominance in defending this management, but the actions that can make it effective are not identified, thus it does not become possible to monitor the goal and it becomes, therefore, innocuous with a view to the social quality of education.

## **Final considerations**

The research sought to discuss how the Municipal Education Plans, in the southwest of Goiás, address issues related to Higher Education with a view to the democratization and social quality of this level of education.

For this, the cities of Jataí and Mineiros were selected for the study, since this level of education is consolidated in these cities. The Federal University of Jataí has more than 3800 students and more than 370 teachers. The University Center of Mineiros has over 2224 students and 191 effective teachers, constituting both teaching centers as university poles in the region.

The concept of democratic management is important in the context of Brazilian education, especially after the approval of the NEP and the MEPs, including a goal to address this issue. However, when we analyze the word clouds submitted with the goals and strategies of Higher Education in each plan, these reveal that the word democratic and its similar ones do not appear at any time as central, peripheral, or surrounding the cloud. We verify a discourse in defense of democratizing, but we do not see any concrete action for such: they are vague and unmonitored goals.

We know that the MEPs are important documents and have their limitations, however, for the municipality, the policies and actions that involve Higher Education have to come from other levels of formulation of educational policies, such as the state and the federal sphere, since the universities are in the municipalities, they are strategic for this location, training teachers to work in the city, producing knowledge for the region and fostering the local economy.

The municipalities, attending to the other levels of education, can promote or foster higher education, not only by directly maintaining the institutions, but they can guarantee the conditions for it to develop, such as, for example, public transportation, which cannot be a federal responsibility, but a municipal responsibility. The MEP could indicate that the municipality should do a study on how it is possible to reorganize municipal transportation to attend to students of Higher Education, make partnerships with Universities to guarantee the training that is in the NEP and MEPs, which is to train teachers at a higher level and then at a post-graduate level, ensuring that teachers can have conditions for career progression and meet the goal, which - through the analysis of the monitoring - is not done.

We do not defend that the municipalities should maintain Higher Education, but rather that they should think about conditions that allow this level of education to develop in the cities. The municipality not only supports Higher Education when it promotes the maintenance of a

University, but also when it guarantees conditions, which are municipal, such as some of those mentioned above, to meet the goals and strategies.

Given this scenario, analyzing the categories of democratization and social quality in Higher Education in the MEPs of the surveyed municipalities, we realize that they are far from being achieved. While democratization does not appear at any point as a desired concern, which confirms that higher education is still for the few, especially when it comes to public education, reducing students to consumers; thus, social quality becomes precarious, since there is no effort to ensure a distribution of wealth and cultural goods, ensuring a quality and accessible higher education for all.

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