

1 Portraits of the Evaluation of Higher Education: The Cases of 2 Brazil, Portugal and England

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7

8 **Abstract**

9 The globalization of the idea and processes of evaluation of educational systems has made it
10 possible, among other discussions, the emergence of the debate about the relation between the
11 homogeneity of the abstractly universal models and the heterogeneity of the experiences with
12 the evaluation in each national context. Therefore, this relationship is taken as the guiding
13 principle of this article: the scenarios of the evaluation of higher education in Brazil, Portugal
14 and England are here scopes for a comparative analysis with the central purpose of
15 characterizing them, on the one hand, and situating them in the broader or global context of
16 state and supranational regulation, on the other. The National System of Evaluation of
17 Higher Education (SINAES) in Brazil, the Portuguese Evaluation and Accreditation System
18 (coordinated by the Agency for Evaluation and Accreditation of Higher Education, a private
19 law foundation), as well as the recent Teaching Excellence Framework (TEF) from the United
20 Kingdom serve as corpus for this study.

21

22 *Index terms*— evaluation; higher education; brazil; portugal; england; comparative analysis

23 **1 I. Introduction**

24 pointed out by the classical theories of Sociology (Simmel, 2014;Marx, 2016;Durkheim, 1999;Weber, 2009) and
25 especially by Durkheim (1999), the larger interdependence of the social spheres has deepened in the contemporary
26 social structure from the nineteenth century, mainly by the phenomenon of the division of labor. This reasoning
27 was appropriated by Bourdieu (2007) when analysing the market of symbolic assets. According to his argument,
28 the intellectual and artistic field, which were under the tutelage of the court throughout the Middle Ages and
29 much of the renaissance in France, progressively was liberated economically and socially from the Church and the
30 aristocracy and constituting itself in a relatively autonomous field, called by him of market of symbolic assets,
31 with a complex system of production, circulation and consumption of the assets produced.

32 The consideration of the interdependence and differentiation of social spheres is an important object for
33 sociological studies from the annunciation of the classical theses of this field of knowledge. In an analogous way
34 to the theoretical and practical dilemmas of the interdependence and differentiation between State and Church,
35 which between the fifteenth and eighteenth centuries crossed western societies in the period of consolidation of
36 modernity, the relations between economy and education have mobilized today the interpretations of several areas
37 of the knowledge and stimulated strategies of action of public and private agents on a global scale. In the midst
38 of this theoreticalpractical construct, they dialogue and debate tendencies of nuances that are not always easy
39 to reconcile, such as those that support the imperative of promoting social justice (Lipman, 2011;Macpherson,
40 Robertson & Walford, 2014) and those that advocate the primacy of market demands irrespective of their social
41 risks (Lubienski, 2003;Tooley, 2001).

42 The constant and growing process of perfecting the productive forces of labor leads to increasingly complex
43 forms of combining the workforce with the means of production and deepens the dialectic of differentia-

2 A) HIGHER EDUCATION IN BRAZIL, PORTUGAL AND ENGLAND:

44 tion/interdependence between knowledge and wealth in the transition of the XX and XXI centuries, or in other
45 words: between education and economy. The form and content of the human formation to be promoted by the
46 school systems are then soaked in the current economic, political and cultural transformations, so that the search
47 for the specificity of systematized education in its articulation with the material production of wealth has marked
48 the direction of education systems in different countries.

49 Despite the idiosyncrasies of the process of educational reforms in countries on different continents, the thesis
50 prevails is the close relationship between adequate allocation of resources for investment in human capital and
51 economic development, in order to positively impact the financial rates of return of both nations and individuals
52 (Schultz, 1961). This premise of the Human Capital Theory, which constitutes the most influential economic
53 theory in educational policy since the 1960s, strengthens in the context of the global economy even though it
54 is being objected not only by economic studies, but also by studies anchored in the human and social sciences
55 (Fitzsimons, 2017; ??illies, 2017).

56 During the twentieth century, there have been increasing transformations as a result of the intensification
57 of relationship between knowledge and wealth. It is only necessary to look at the producers of knowledge and
58 observe how much their field of practice has been transformed in function of the contemporary arrangements.
59 The expansion of higher education on a world scale -through the expansion of vacancies, the creation of new
60 courses and the emergence of new institutions (Freitas, 2010; Pereira et al., 2015) -has diversified higher education
61 institutions in at least two different directions: the broad and continuous training of professionals oriented
62 to the demands of the labor market and the more restricted training of knowledgeproducing agents who, in
63 most cases, return to higher education institutions as belonging to their staff. In any case, the relationship
64 between education and economic development is expressed more clearly in higher education than in basic or
65 elementary education, given the degree of pressure of economic transformation on the training of professionals
66 from different fields of knowledge, including there the arts, humanities and social sciences (Gillies, 2017), with
67 strong pragmatic and instrumental appeal (Frankham, 2016). Due to the character of current economic and
68 political transformations, higher education reforms tend to commodify and subordinate academic work to the
69 imperatives of competitiveness, so that ideas such as performativity, employability and the knowledge economy,
70 for example, are gaining space in this context (Frankham, 2016; Robertson & Keeling, 2008).

71 The same transformations that pressured our arrangements in higher education systems also aimed at the
72 emergence and development of systems for the evaluation of this level of education. In fact, it is in higher education
73 that the process of evaluating and accrediting institutional policies begins in the 1980s, with significant changes
74 since then in the scope and amplitude of the social agents involved -with emphasis on strengthening the presence
75 of private entities, from companies to international organizations -and changes in strategies and mechanisms to
76 control the results of practices concerning that level of education (Afonso, 2013).

77 In this sense, the recent globalization of the idea and processes of evaluation of educational systems has
78 enabled, among other discussions, the emergence of the debate about the relation between the homogeneity of
79 the abstractly universal models and the heterogeneity of the experiences with the evaluation in each national
80 context. Therefore, this debate is taken as the guiding thread of this text: the scenarios of the evaluation of
81 higher education in Brazil, Portugal and England constitute scopes for a comparative analysis whose central
82 purpose is to characterize them on the one hand and situate them in the broader or global context of state
83 and supranational regulation on the other. The National System of Evaluation of Higher Education (SINAES)
84 of Brazil, the Portuguese Evaluation and Accreditation System (coordinated by the Agency for Evaluation and
85 Accreditation of Higher Education, a private law foundation) and the recent UK Teaching Excellence Framework
86 (TEF) constitute the corpus for this study, in the direction of documentary analysis, their official results and
87 dialogue with the specialized literature.

88 The comparative perspective that guides this work considers particularities of the systems of evaluation of
89 higher education in Brazil, Portugal and England, presupposing that such systems should be considered from
90 their relational, dialectical and coconstitutive nature, since they all fit into globally articulated educational policy
91 movements (Dale & Robertson, 2012).

92 The text is divided into three distinct and complementary moments, namely: in the first moment the text
93 brings a brief contextualization of the recent realities of higher education in the three countries studied, aiming to
94 understand these scenarios and the emergence of the evaluation of this level of education; in the second moment
95 will be presented the portraits of the respective evaluations of the Brazilian, Portuguese and English cases, whose
96 analytical constructions took into account aspects such as principles, involved organs, objectives, results, etc.;
97 and finally the comparative exercise will be privileged, based on a dialogue between the realities in question.

98 2 a) Higher education in Brazil, Portugal and England:

99 brief situational outline and emergency context of the evaluation At the international level, higher education
100 has been marked since the 1960s by a trend towards massification that involves the expansion of the number of
101 students, teachers and institutions, as well as the respective diversification of academic functions and institutional
102 arrangements. This trend is inseparable from the dissemination of the Human Capital Theory and from the
103 acceptance that education and higher education in particular are a crucial element in promoting the development
104 of countries, as has been seen by the main international organizations and governments since the end of the
105 Second World War. According to Afonso (2015, pp. 274): "Regardless of the theoretical-conceptual discussions

106 that it raises, knowledge is considered the main productive force and this fact reinforces the economic function
107 of the school and the university" 1 .

108 The international trend of expansion of higher education is justified by its contribution to the development
109 of each country. And in a context of flexibilization of work, financialization of the economy and increased
110 competitiveness this becomes observable in Brazil, Portugal and England, even though it assumes specific
111 configurations in each of the countries, as well as contingencies of the structuring of higher education systems
112 in these territories. In Brazil, the preoccupation with expansion of the higher education system emerges in
113 the context of a military dictatorship, between 1964 and 1985, whose justification was the modernization and
114 rationalization of the State and the economy, as well as the formation of specialized cadres to occupy careers of
115 work created from the import substitution policy. In Portugal, the expansion of higher education is particularly
116 significant as a result of the political change of 1974 and in a context of political democratization in which
117 the promotion of equality of opportunity among social groups in access to the education system emerges as a
118 strategic orientation inherent to the bet in the sector educational. In England, the expansion of higher education
119 is a national bet that began shortly after the Second World War, coupled with the effort to rebuild the economy
120 and society that had been profoundly and negatively affected as a result of the war years.

121 In the following decades, investments in expansion and expansion of national education systems reached new
122 heights. The massification of higher education, which corresponds to a coverage rate between 16% and 50% of
123 the age group between 18 and 24 years, as established by Trow (2010), was achieved by some countries. This level
124 was, more broadly, reached by a convergence of factors. The main ones are: the struggles for universalization
125 of access to the higher education system, undertaken by social movements as well as families and young people
126 interested in obtaining diplomas and certificates of this level of education; and the expansion of the formation of
127 a workforce capable of performing more complex and productive tasks.

128 The mass movement was accompanied by transformations in the economic field that pushed national education
129 systems to adapt. In contemporary capitalism, the approach has been privileged between spheres such as politics,
130 economics, culture and education, and here we are especially interested in the massification of education and
131 higher education, through the supremacy of the so-called "Knowledge Society" (Bindé, 2007) within the ambit of
132 a governability internationally marked by the historical processes of globalization and neoliberalism. In Brazil,
133 these approaches emerged from the scenario of redemocratization and deepen with what Antunes (2005) called
134 "neoliberal desertification" experienced in the country in the 1990s, which, as regards higher education and its
135 massification, represented a rereading of the conservative modernization and privatization that once marked the
136 dictatorial period (Martins, 2009). On the other hand, Portugal and England are historically close in this case
137 because of the changes brought about by the alignment initiatives of countries currently called the European Union
138 and, more precisely, since the end of the 1980s with the discussion about the role preponderant of education and
139 consequently of the Bologna Process (Bianchetti, 2015). Thus, the evolution of participation in higher education
140 over the years is reflected in the number of graduates of this level of education in each of these three countries
141 at the present time, which shows the differentiated rhythms of the expansion trend. According to data from the
142 OECD (2016), the percentage of graduates among adults (25-64 years) is around 15% in Brazil, around 23% in
143 Portugal and 44% in the United Kingdom, making the latter clearly above average figure recorded in the OECD.

144 Although the expansion of higher education has assumed distinct configurations in each of the three countries,
145 it is verified that it is accompanied in each of them by the emergence of systems for evaluating the quality of
146 education. The relationship between expansion and evaluation is relevant for the three countries we are studying,
147 since the emphasis on evaluation in Europe and Brazil was mainly due to the massification of the respective
148 educational systems: in the first case, from the massification, urgently adjust education to the demands of a
149 changing labor market (Neave, 1988); and in the second case, it was a question of designing in education policy
150 the need to evaluate a system whose eminence and necessary expansion could not happen without a revision of
151 the "quality standards" (Dias, ??orchuela & Marchelli, 2006).

152 In this sense, from the socio-historical point of view, it is necessary to reflect on the emergency contexts of the
153 need to evaluate education and more particularly higher education. Schwartzman (1992) points out that in the
154 1990s, both in the European context and in Latin America, the idea of the evaluation of this level of education
155 represented something quite new, in contrast to the North American environment, in which the evaluation
156 has already been a tradition in higher education institutions. In the late 1980s, Neave (1988) indicated the
157 emergence of an "Evaluative State" in Europe, markedly replacing the a priori bureaucratic control based on
158 the planning by some posteriori evaluation mechanisms. In the same decade, the Brazilian post-dictatorship
159 scenario was marked by the American influence, which during the dictatorship evaluated Brazilian education and
160 higher education and "offered" agreements and "solutions" to the country, and by the interference of international
161 financial organizations (Sobrinho, 1996). It can then be said that, in the case of the countries under review, In
162 the last two decades, the evaluation of institutions and courses in higher education has gained an unprecedented
163 dimension at the global level as multilateral organizations and national governments have encouraged the creation
164 of evaluation systems and accreditation and quality assurance agencies under the justification of maximizing social
165 benefits of educational systems 2 (Bretolin& Marcon, 2015, p.106).

166 According to this perspective, mechanisms have been created with different nomenclatures such as evaluation,
167 accreditation and quality audit, also called peer review processes (Pereira et al., 2015).

168 Therefore, the relationship between quality and quantity is crucial for understanding the evaluation of higher

4 C) THE BRAZILIAN CASE

169 education in contexts of expansion and massification. This is because, even with their own socio-historical
170 influences and specificities, Brazil, Portugal and England -and we could bring other countries here for this topic
171 -started from the association between increased volume and diversification of the profile of subjects in higher
172 education and the need to rethink and to evaluate this degree of education to maintain or improve its quality,
173 since "In the quest for excellence, quality becomes a relevant differential factor for the prominence and survival
174 of Institutions of higher education in the market" 3 (Pereira et al, 2015, pp. 62).However, it is necessary to look
175 at the differences in what has been placed as a parameter to measure this quality, which is discussed when the
176 topic is the evaluation of higher education systems in different countries. However, it is necessary to look at the
177 differences in what has been placed as a parameter to measure this quality, which is discussed when the topic is
178 the evaluation of higher education systems in different countries.

179 The relationship between education and economics is one of the aspects considered in the evaluation of the
180 quality of education, namely through the articulations between higher education and the labor market that are
181 observed in the dynamics of employment and work of graduates. This is because the expansion of higher education
182 coexists with the strengthening of the valuation of the respective contributions to economic development. Thus,
183 in any of the three countries, the systems and processes for assessing the quality of education include, as one of
184 the aspects to be considered, the professional integration of graduates, involving the definition of indicators and
185 the collection of data on this subject, with differentiated configurations.

186 3 b) Portraits of the Evaluation of higher education

187 Recognizing the centrality of the evaluation of higher education in the world at the present time, and without
188 intending to present in an exhaustive way processes and mechanisms related to the evaluation of higher education
189 in Brazil, Portugal and England, it is intended to briefly explain the main characteristics of teaching-learning
190 evaluation. The following will be considered: institutional framework, general intentionality, type of information
191 mobilized and expected effects.

192 4 c) The Brazilian case

193 In accordance with Article 9 of Law No. 9.394/1996, the National System for the Evaluation of Higher Education
194 (SINAES) was instituted by Law No. 10.861/2004 as an expression of the discussion about the need to create a
195 new system to evaluate this level of education in the year 2003 4 , as well as the social and political context of
196 social change that represented the election of the president Luís Inácio Lula da Silva for the country. Within the
197 scope of the Ministry of Education, the National Commission for the Evaluation of Higher Education (CONAES)
198 is responsible for coordinating and supervising evaluation processes, while the National Institute for Educational
199 Studies and Research Anísio Teixeira (INEP) operates these processes.

200 There are three main fronts in the analysis carried out from the SINAES, namely: evaluation of institutions,
201 evaluation of courses and evaluation of student performance. According to INEP (2015), the main objectives
202 of this evaluation are: a) improving the merit and value of higher education institutions (HEIs), their courses
203 and programs; b) in the improvement of the quality of higher education by better targeting the expansion of
204 university offer; c) and promoting the social responsibility of HEIs. These objectives are still presented by the
205 official institutions with the objective of integrating the dimensions of teaching, research, extension, management
206 and training, on the one hand, and respect the institutional identity and autonomy of each institution, on the
207 other.

208 From the operational point of view, SINAES has a series of instruments that complement each other in the
209 formulation of results, such as: the National Student Performance Exam (ENADE), the information tools (such
210 as the census and register) and the institutional evaluations of the courses (external, on-site and self-evaluation).
211 While the evaluation of undergraduate institutions and courses aims to identify the teaching conditions (involving
212 teaching profile, building conditions and didactic-pedagogical organization), the students' evaluation seeks to
213 assess their performance against the curricular guidelines and their abilities to adjust to the demands of the
214 evolution of knowledge and their profession (Inep, 2015).

215 The results are made public through the dissemination of the Census of Higher Education and the following
216 indicators: the Preliminary Course Concept (CPC), which consists of an indicator of quality based on the
217 students' performance in ENADE and the value added by the training process and inputs related to offer
218 conditions (teaching staff, infrastructure and didacticpedagogical resources); and the General Index of Institution
219 Assessed Courses (IGC), which crosses the data of the graduation (CPC) and the postgraduate in the country
220 (in the evaluations carried out by CAPES), besides taking into account the distribution of students between
221 the different levels (undergraduate or post-graduate studies). In addition, the SINAES results are used for the
222 renewal of recognition and accreditation of the courses (Inep, 2015).

223 A grade, which in the case of graduation ranges from 0 to 5 points, is awarded to each higher education
224 institution in the country, as well as to each course. Besides the promoting a ranking of HEIs and their courses,
225 the following questions are crucial to thinking about SINAES: the problem of self-evaluation; ENADE as a current
226 version of other large-scale tests applied to students of higher education in Brazil and hyper focus in the product
227 of education (Barreyro, 2004); the constant production of value judgments by evaluators (Dias Sobrinho, 2000).

228 **5 d) The Portuguese case**

229 The Agency for the Evaluation and Accreditation of Higher Education (A3ES) has been in existence for a
230 decade and was created in 2007 in close coordination with the publication of Law No. 38/2007, which approved
231 the Legal Regime for the Evaluation of Higher Education. This law is in dissociable from another [the Legal
232 Regime of Higher Education Institutions, Law No. 62/2007] and together constitute another way of institutional
233 organization of universities and polytechnics, as well as their articulation with the national government. The
234 aim is to clarify and reinforce the autonomy of higher education institutions in order to adopt the models of
235 institutional organization and management that they consider to be most appropriate for the fulfilment of their
236 mission and the specificity of the context in which they are inserted.

237 This appreciation of autonomy coexists with the reinforcement of accountability through quality assessment
238 systems. In this context, the creation of the A3ES aims to promote a quality internal institutional culture
239 through the implementation of the evaluation and accreditation processes of higher education institutions and
240 their courses. In other words, the main focus is placed on each institution and on the need to safeguard the
241 quality of the respective training offer, giving an independent institution the power to validate the training offer
242 by universities and polytechnics.

243 The accreditation and evaluation processes implemented by the A3ES take into account information related
244 to the courses, in particular their general characteristics (curricular structure, working regime, internships),
245 resources (materials, teaching and nonteaching staff, students) and results (academic, employability, scientific,
246 technological and artistic activities). Bachelor's, master's and doctoral courses are analysed. The procedures
247 involve the elaboration of a report of self-evaluation by the own institution that is appreciated by a team of
248 evaluators (teachers from other Portuguese universities and other countries) who later visit the institution and
249 interview teachers and students of the course and even employers of graduates. The result of the process is the
250 accreditation (or not) of the course being evaluated for a period of 1, 3 or 6 years. One of the critical aspects of
251 this process is the need to ensure the impartiality of the evaluators who are themselves teachers and responsible
252 for courses of the same scientific area in other universities and polytechnics.

253 **6 e) The English case**

254 The Teaching Excellence Framework (TEF) emerged in England in 2016 with the general intention of encouraging
255 excellence in teaching and providing information to students to choose the courses and institutions to attend. This
256 initiative has been developed by national government bodies and is justified on the basis of the need to consider
257 the quality of teaching and learning following the implementation of the reforms of the 1990s that transformed
258 polytechnics into universities and increased costs for students with enrolment and attendance at university.

259 Within the framework of the commercialization of higher education that characterizes the English scenario,
260 TEF is a result of massification and aims to provide elements that allow students to make the best and most
261 appropriate choices based on information on the costs of attendance of course and institution and the results
262 obtained by the same in the TEF. Besides that, TEF also means an intention to value teaching and learning
263 activities in English universities and to assess their quality, questioning the great importance given to the
264 "Research Assessment Framework" which since the 1980s has helped to promote and ensure the quality of
265 research activities in higher education.

266 The TEF considers information on three major aspects: Quality of Teaching; Learning Environment; Student
267 Results and Learning Gains -using data obtained through questionnaires applied at the national level to the
268 students to measure their levels of satisfaction (National Student Satisfaction Survey) and to the graduates to
269 characterize their courses of professional insertion (Destinations of Leavers of Higher Education). The result of
270 the evaluation is expressed in the attribution of a medal (bronze, silver or gold) to each institution, in a logic of
271 commercialization of courses and institutions in which the future student is a consumer who needs this type of
272 information to make rational choices in the frequency of courses and institutions. One of the critical aspects of
273 this process is the adequacy and validity of the results obtained in the national questionnaires already identified,
274 as well as the way in which they effectively reflect the quality of courses and institutions.

275 **7 II. A Comparative Portrait**

276 The confrontation between the three countries illustrates how the worldwide tendency to develop systems of
277 evaluation of higher education assumes diverse configurations across national contexts that reveal similarities
278 and differences between them. Concerning the institutional framework, it is observed that the assessment of
279 education is under the responsibility of national governmental bodies in the Brazilian and English cases, being
280 delivered to a foundation of private law in the Portuguese case. This observation is inseparable from the fact
281 that the evaluation conducted by A3ES in Portugal is mainly undertaken as an accreditation of courses aimed at
282 guaranteeing the quality of higher education, while in the other two countries the main objective is to improve
283 quality (Brazil) and promote excellence (England).

284 Consequently, in the Portuguese case, the institutional evaluation focusing each institution as an organizational
285 entity was absent until 2017/18, being the predominant focus in the courses. In the Brazilian and English cases,
286 this organizational perspective may be more evident but also has a characteristic that is absent from the official
287 rhetoric about evaluation of education in Portugal: the importance of providing information that aims to support

9 III. FINAL CONSIDERATIONS

288 the choices of courses and institutions by students and institutions in each country by assigning a "note" (Brazil)
289 or a "medal" (England). Thus, in these two countries, the results of the evaluation of SINAES and TEF are
290 closely associated with rankings of each institutions' prestige that are part of a very significant logic of higher
291 education commodification, echoing the model existing in the United States of America since the 1970s. However,
292 it should be noted that, since the 1960s, a broad set of studies in several countries has relativized the role of higher
293 education institutions and evidenced the strong influence that students' socioeconomic and cultural backgrounds
294 have on their own results ??Bertolin & Marcon, 2015).

295 The comparative approach within the present study ends up demonstrating a potential for understanding the
296 heterogeneity of the Brazilian, Portuguese and English cases, while allowing the evaluation of higher education
297 systems to be objectified not as closed systems, but with a view to apprehending their specificities and positions
298 within the international trends (Bray, 2002). In this way, we synthesize the approximations and distances between
299 Brazil, Portugal and England in the following way: Global aim of the evaluation SINAES aims to improve the
300 quality of education, guide the expansion of the offer and promote the social responsibility of HEIs. This is
301 based on the evaluation of institutions, courses and student performance. Dissemination of the results is aimed
302 at supporting public policies, informing students about their choices, and recognizing and reorganizing HEIs and
303 courses.

304 The mission of the A3ES is to ensure the quality of higher education through the evaluation and accreditation
305 of higher education institutions and their courses. Insert Portugal into the European system of quality assurance
306 in higher education.

307 The TEF aims to recognize excellence in teaching in addition to the quality required in national standards for
308 higher education institutions. Provide information to support students' choices about the institutions to attend.

309 8 Effects of teaching assessment

310 Recognition and re-accreditation (or not), in addition to assigning a grade of 0 to 5 for each institution, as well
311 as for each of its courses.

312 Accreditation (or not) of the courses for a period of 1, 3 or 6 years.

313 Attribution to each university of a gold, silver or bronze medal.

314 The consideration of the link between education and economics is present in the evaluation of education in the
315 three countries, albeit in specific ways in each experience. While in Portugal and England this is expressed by a
316 thematic area in which it is essential to collect and analyse empirical information that allows to characterize the
317 transition paths of the graduates to into the labor market and the adequacy of the academic formation to the
318 professional activities that they perform; in Brazil and in England the hierarchy of higher education institutions
319 based on its performance in the assessment exercises is, as we have already pointed out, a significant expression of
320 a kind of creation of an educational "market" in higher education; and also, from a wider point of this connection
321 is manifested in the three contexts studied given the central position that education occupies within its territories
322 valued as having an important role in the individual and collective economic development within the rationality
323 of the national states and supranational organizations. The relationship between economy and education, which
324 underlies the definition of human formation policies in capitalist society (Shiroma, Moraes & Evangelista, 2002),
325 reinforces the mediating character that the form and content of the formative practices elected end up assuming,
326 when assumed as those capable of responding more effectively to the expectations of development. In the three
327 cases analysed, in different ways and with different emphases, the benchmarking of higher education is related
328 with the qualification of individuals for the occupation of jobs in the technical and social division of labor.

329 The process of absorbing market logic as a regulatory parameter of the evaluation systems, regardless of
330 the public or private nature of the institutions and is another aspect that is observable across the three
331 countries. The systems of evaluation and accreditation of higher education are articulated to the premises
332 of the globally structured agenda of education (Dale, 2004), being the local-global key important to understand
333 the re-significations that these premises end up receiving in each social context. Finally, the evaluation practice,
334 instead of supporting a diagnosis that helps national states to reformulate and reorganize higher education as a
335 social right -in accordance with the official discourse about evaluation, promotes and stimulates a competitive
336 environment for the sector.

337 In addition, it reinforces the disengagement of the State by promoting the improvement of the conditions of
338 access and permanence of students, as well as the work of academic professionals. This can be evidenced by the
339 fragmentation of institutions and courses promoted by the evaluations of higher education in Brazil, Portugal and
340 England: the widely publicized results of each of the evaluations we studied bring enclose a subtle accountability
341 of the individuals involved in these evaluations (higher education institutions and courses, the academics and the
342 students).

343 9 III. Final Considerations

344 Considering the relationship between educational field and economic field, through the analysis of the context
345 of the emergence of higher education evaluation systems and their structuring and operationalization, this
346 work sought to highlight the ways in which the crossing lines of these spheres are expressed. This analysis
347 eventually clarified the understanding of institutional rearrangements that the pressures derived from increased

348 interdependence between nations promoted in national education systems, seen, for example, from the growing
349 concern of multilateral organizations with the educational field.

350 This context can be taken as one of the elements to understand the homogeneity and heterogeneity that
351 education and evaluation systems have assumed in the countries studied. The portraits of the evaluation of
352 higher education revealed by the panoramas of Brazil, Portugal and England were able to point out similar
353 directions and orientations in the comparison between different educational and evaluation systems. In this way,
354 it was interesting to understand not only the particularity of the systems of evaluation of higher education in the
355 three countries, but above all to point out the relations that each evaluation system maintains with the broader
356 social process of qualifying higher education around the world.

357 From the second half of the twentieth century onwards, the three countries analysed were confronted by the
358 increasing importance of the relationship between education and development, which pushed higher education
359 systems to increase their vacancies and courses and triggered the debate on quality and the quantity in this degree
360 of education. The evaluation of national higher education systems appears in this context as a way of equating
361 national and international demands and of standardizing and framing the training of professionals in line with the
362 demands of the market. Even if this growing centrality of the relationship between education and the economy
363 is recognized, (?) this cannot mean the confinement of the functions of higher education to those that strictly
364 were vocation for the formation of professionals. Alternatively, it is desirable to value other contributions from
365 higher education, such as informing and involving civil society, promoting critical thinking about modalities of
366 social organization and citizenship 5 ??Alves, 2015, pp. 896).

367 In this sense, finally it is evident that both the evaluation of this level of education and the analyses that start
368 to be developed from their conceptual constructs and its results, with which this text sought to dialogue and
369 contribute, make us reflect on the relations between the university field and the other social fields that influence
370 it and still on the social functions of higher education.

371 1. Originally, it reads: "independente das discussões teórico-conceptuais que suscita, o conhecimento é
372 agora considerado a principal força produtiva e esse facto reforça a função econômica da escola e da universidade".
373 2. Originally: "Nas últimas duas décadas, a avaliação de instituições e cursos da educação superior ganhou uma
374 dimensão inédita em nível mundial visto que organismos multilaterais e governos nacionais incentivaram a criação
375 de sistemas de avaliação e agências de acreditação e de garantia de qualidade sob a justificativa de maximizar os
376 benefícios sociais dos sistemas educacionais" (Bertolin & Marcon, 2015, pp. 106). 3. In the original text: "Na
377 busca por excelência, a qualidade torna-se fator diferencial relevante para o destaque e sobrevivência das IES no
378 mercado". 4. Barreyro and Rothen (2006) present the details of the disputes of the projects for the system of
379 evaluation of Brazilian higher education in this historical moment. 5. In the original work, in Portuguese, it reads:
380 "não pode significar o confinamento das funções do ensino superior aquelas que estritamente se vocacionaram para
381 a formação de profissionais. Alternativamente, é desejável valorizar outros contributos do ensino superior como
382 sejam informar e envolver a sociedade civil, promovendo o pensamento crítico sobre modalidades de organização
social e de cidadania".¹

1

Brazil (SINAES)	Portugal (A3ES)	England (TEF)
SINAES -National System of Evaluation of Higher Education by frame- the Ministry of Education through work the National Commission for the for Evaluation of Higher Education the (Coneas), together with the Na- evalu- tional Institute of Studies and Ed- ation ucational Research Anísio Teixeira of (INEP), edu- another federal authority.	A3ES - Agency for Accreditation and Evaluation of Higher Education: Foundation of private law recognized as of public utility.	TEF -Teaching Excellence Frame- work: Exercise developed by governmental bodies such as the Department of Education of England and the Higher Education Funding Council for England.

Figure 1: Table 1 :

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Type of information considered for evaluation of teaching

Characteristics of the courses (curricular structure, operating institution's regime, internships); Resources (material Courses; also, teaching and non-teaching staff, students) Results (academic; students' performance. employability; scientific, technological and artistic activities). Quality of Teaching; Learning Environment; Student Results and Learning Gains.

Figure 2:

384 [Revista Brasileira de Educação] , *Revista Brasileira de Educação* 18 (53) p. .

385 [Avaliação] , *Avaliação* 20 (2) p. .

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