The *Programa Universidade Para Todos* in doctoral dissertations of the Education area: themes, foundations and levels of abstraction

O Programa Universidade Para Todos em teses da área de Educação: temáticas, fundamentos e níveis de abstração

El Programa Universidad Para Todos en tesis del área de Educación: temáticas, fundamentos y niveles de abstracción

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Abstract: This paper presents results of a meta-research on doctoral dissertations produced on the *Programa Universidade para Todos* (PROUNI) – University For All Program - defended in Brazilian Graduate Programs in Education from 2007 to 2017. Based on a combination of the Focus of the Epistemologies of Education Policy with other contributions from the field of public policies and education policy, this text presents a mapping of the main themes and foundations of the doctoral dissertations, systematizes the privileged approaches by the authors, the types of theorization and the levels of abstraction achieved. The results reveal a great variation of approaches and themes, the low use of literature and models in the field of education policy and, from the point of view of abstraction levels, the predominance of descriptive and analytical studies, despite the presence of a few understanding studies.
Keywords: PROUNI. Research in Education Policy. Analysis and evaluation of policies.

Resumo: Este artigo apresenta resultados de uma metapesquisa na qual foram analisadas as teses produzidas sobre o Programa Universidade para Todos (PROUNI) em programas de Pós-Graduação brasileiros da área da Educação, no período de 2007 a 2017. Fundamentada em uma combinação do Enfoque das Epistemologias da Política Educacional (EEPE) com outras contribuições do campo das políticas públicas e política educacional, este texto apresenta um mapeamento das principais temáticas e fundamentos das teses, sistematiza os enfoques privilegiados pelos autores, os tipos de teorização e os níveis de abstração alcançados. Os resultados revelam grande variação de enfoques e temáticas, a baixa utilização da literatura e de modelos do campo da política educacional e, do ponto de vista dos níveis de abstração, a predominância dos estudos descritivos e analíticos, embora se registre, também, em menor número, a presença de estudos de compreensão.
Palavras-chave: PROUNI. Pesquisa em Política Educacional. Análise e avaliação de políticas.

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Resumen: Este artículo presenta resultados de una meta-investigación en la que fueron analizadas las tesis producidas sobre el Programa Universidad para Todos (PROUNI) en programas de postgrado brasileños del área de Educación, en el período de 2007 a 2017. Fundamentada en una combinación del Enfoque de las Epistemologías de la Política Educativa (EEPE) con otras contribuciones del campo de las políticas públicas y política educativa, este texto presenta un mapeamiento de las principales temáticas y fundamentos de las tesis, sistematiza los enfoques privilegiados por los autores, los tipos de teorización y los niveles de abstracción alcanzados. Los resultados revelan gran variación de enfoques y temáticas, la baja utilización de la literatura y de modelos del campo de la política educativa y, desde el punto de vista de los niveles de abstracción, la predominancia de los estudios descriptivos y analíticos, aunque se registre también, en menor número, la presencia de estudios de comprensión.
Palabras clave: PROUNI. Investigación en Política Educativa. Análisis y evaluación de políticas.

Introduction

It is common to several authors who have dealt with the constitution of the field of education policy, in Brazil and Latin America, in general, the reference to its complexity and the diversity of objects that have been treated under this heading in scientific events and journals. Its most recent development as a field of study has been intensified from the processes of state reconfiguration and its relations with civil society and the market, and, consequently, the educational reforms implemented in Latin America (Palamidessi, Gorostiaga, & Suasnábar, 2012). In fact, in the Region, the field of education policy in different countries has been slowly and differently constituted according to local circumstances, even if similarities are also found in various respects, such as, for example, to the disciplines that influenced its development in general.

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In Brazil, although from the late 1960s it was possible to find terms such as "education policy" or "education policies" in dissertation and thesis titles, until the mid-1970s, these researches were part of the studies of Education Administration, Education Planning and Comparative Education (Mainardes & Gandin, 2013; Stremel & Mainardes, 2018). Important milestones in the structuring of this field of study were the introduction of these subjects into undergraduate curricula, the creation of the Brazilian Journal of Pedagogical Studies (*Revista Brasileira de Estudos Pedagógicos* - RBEP) in 1944, and other publications and books that focused on these themes, as well as the creation of the National Association of Teachers of School Administration (*Associação Nacional de Professores de Administração Escolar* - ANPAE), in 1961, and the National Association of Graduate Studies and Research in Education (*Associação Nacional de Pós-Graduação e Pesquisa em Educação* - ANPEd), in 1976, in addition to the organization of Graduate programs in research lines, from 1990 (Mainardes & Gandin, 2013). It is in the last two decades, however, that the field presents significant expansion, which happens along with the consolidation of an investigation and a Graduate study system, which have decisively contributed to the development of Brazilian science and scientific production (Bittar, Bittar, & Morosini, 2012).

Regarding the quality of this production, it is possible to notice that, since the late 1990s, several authors, such as Wittmann and Gracindo (2001), Azevedo and Aguiar (2001), Silva, Scaff and Jacomini, (2010), Tello and Mainardes (2012), Mainardes (2017, 2018a), Mainardes and Tello (2016), Guimarães (2018), Krawczyck (2019), among others, developed investigations that considered different periods of this production as object, highlighting its main themes, as well as its theoretical and methodological weaknesses. The set of this production and the challenges

implicitly or explicitly presented motivated the research[1] exposed in this paper, which focused on the main epistemological characteristics of 23 doctoral dissertations about the University for All Program (*Programa Universidade para Todos* - PROUNI) defended in Graduate Programs in the area of Education from 2007 to 2017, focusing on the following aspects, besides the systematization of the themes and subthemes treated in the whole of this production: analytical approach, epistemological perspectives, types of theorization and levels of abstraction. This is a meta-research[2] that took as part of the analytical-conceptual support the Education Policy Epistemology Approach combined with the contribution of authors from the field of public policy and education policy.

An exploration of the literature published shortly after the promulgation of the law that instituted PROUNI, in 2005[3], revealed abundant and diverse angles of analysis of the subject's treatment, primarily in critical papers, which followed, from 2007, the master's thesis and doctoral dissertation research, which began to analyze the program, in order to focus especially on its implementation and management in specific Higher Education Institutions (HEIs). What did the authors of these researches essentially seek to show? From what epistemological and theoretical perspectives did they organize their investigations? What levels of abstraction have they reached in their works? These questions have guided the research, the results of which are presented in this paper, organized in three main parts, besides this introduction and the final considerations: (1) Description of the theoretical and methodological course of the research; (2) Distribution of the doctoral dissertations by administrative dependency of HEIs and their Graduate Study Programs where they were defended, in addition to their concentration by state and region; (3) Description and analysis of qualitative data according to the main issues already stated.

Epistemological, theoretical and methodological aspects of the research

The research course covered two main stages: data construction and analysis and interpretation performed from the complete reading of the doctoral dissertations and from the theoretical framework already mentioned:

First stage: (1) Search and storage of doctoral dissertations in individual files.[4] (2) Elaboration of tables and charts with the information about the dissertations related to the Graduate Study Programs in which they were defended. (3) Preparation, from reading the

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[2] Mainardes (2018b) explains that meta-research can be conceptualized as research on research or even as a research that seeks to explain the research process on a specific theme or area or field. For meta-research in education policy, see Mainardes (2018b), Tonieto (2018), Carvalho (2019) and the review conducted by Mainardes, Stremel and Soares (2018).

[3] Prouni was created by Law No. 11,096 of January 13, 2005, in the context of the then-current National Education Plan (2001-2010), with the objective of contributing to the goal of enrolling in Higher Education institutions, by 2010, at least 30% of young people aged 18-24, through scholarships in private Higher Education institutions, in exchange for the exemption of four taxes and contributions (Corporate Income Tax, Social Contribution on Net Income, Social Contribution for Social Security Financing and Contribution to the Social Integration Program) during the validity of the adhesion term.

[4] The search for the doctoral dissertations, with the descriptor "PROUNI", was made in the Digital Library of Theses and Dissertations (*Biblioteca Digital de Dissertações e Teses* - BDTD), and checked with the information available in the Coordination for the Improvement of Higher Education Personnel (CAPES) Dissertation Catalog and in Sucupira Platform. It began in the early months of 2018 and ended in June of the same year. Until the final list was drawn up, it was necessary to examine, in addition to the summaries and metadata of each work, the table of contents and introductions, in order to exclude the dissertations that, despite having answered the descriptor, did not treat PROUNI as their main object.

abstracts and metadata, of an initial table with the following information, besides the title: objectives, theoretical framework, methodology, results and conclusions. (4) Elaboration of other tables and charts in which further information were included once the full dissertation had been read. (5) Elaboration, with the use of the Simple Mind software, of an individual map for each dissertation, containing information that includes the formulation of objectives to the research results.

Second stage: (1) Systematization and analysis of the themes approached from the objectives, hypotheses and/or research questions stated in each doctoral dissertation. (2) Preparation of categories and subsequent classification of the dissertations according to the focus and sources of research used in each dissertation. (3) Systematization and analysis of epistemological and theoretical perspectives and types of theorization of the set of dissertations according to the Education Policy Epistemology Approach elements. (4) Analysis of the abstraction levels of the set of the dissertations. In general, the procedures adopted in the research involved an inductive and deductive combination of readings and organization of information from the material read and many attempts to formulate and/or adapt already created schemes, allowing a proper reading of the material found. From an epistemological-theoretical point of view, the research encompassed a combination of the Education Policy Epistemology Approach with elements of meta-research and some contributions from the literature of the education policy field, more particularly with regard to the analysis and evaluation of policies and implementation studies.

As a specific contribution to the field of education policy, the Education Policy Epistemology Approach constitutes a conceptual-analytical scheme that has a twofold objective: to serve as an epistemological surveillance instrument for research in this field and to provide criteria and methodological guidance to researchers that intend to do meta-investigations (Moreira, 2017). This is a reflection on the research itself, which includes the ethical dimension and seeks to contribute to the theoretical and methodological development of the field. The motivation for the development of the Education Policy Epistemology Approach was the fact that the production of the field was often disordered, and although the technical and methodological procedures were generally explicit, the same did not always occur in relation to the perspective and to the epistemological positioning of researchers (Tello & Mainardes, 2015).

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The basic scheme of the Education Policy Epistemology Approach is composed of three analytical components: the epistemological perspective, the epistemological positioning and the epistemethodological approach. The *epistemological perspective* is defined as the researcher's worldview. Examples of epistemological perspectives are: "[…] Marxism, neo-Marxism, structuralism, poststructuralism, existentialism, humanism, positivism and pluralism" (Tello, 2012, p. 57). *The epistemological positioning* is represented by the great theoretical frameworks from which research can be carried out and is closely related to its empirical content. Examples of positionings are neoinstitutionalism, legal positioning, complexity, critical and neoliberal positioning, among others. Finally, linked to the methodological construction mode, lies the *epistemethodological approach*, which is concerned with the methodological consistency of the research and which should maintain coherence with the epistemological perspective and positioning (Tello, 2012; Tello & Mainardes, 2015; Mainardes, 2017). From an epistemological perspective aligned with pluralism, the Education Policy Epistemology Approach admits several epistemologies and the use of combined theorization, which consists of the use of several theories in the same research, provided that they allow a sufficiently solid and consistent reference framework to account for the object.

Still as part of the Education Policy Epistemology Approach and with the purpose of increasing comprehension studies in the field of education policy, Mainardes and Tello (2016) propose that the results of education policy investigations should be analyzed, considering three main levels of abstraction: description, analysis and comprehension. The combination of the Education Policy Epistemology Approach and the observation of the abstraction levels achieved by the researchers of the field enables the identification of the way in which both epistemological issues, theories and concepts (Mainardes & Tello, 2016) that marked the whole process, with evident implications on the results, are worked.

The descriptive level (the most elementary, according to the hierarchy proposed by the authors), regardless of its relevance, since both analysis and comprehension studies do not dispense with it, presents a series of deficiencies, resulting in research that, in general, do not advance in the analysis of the political process. Among the common biases to this type of research, it is possible to point out, among others, the weak integration between theory and data, apriorism, prescriptivism, linear analyzes based on models that no longer account for the trajectory of policies, and also improper use of field models. The second level, the analytical, is characterized by aiming at "the generation of concepts, categories, typologies, empirical generalizations" (Mainardes & Tello, 2016, p. 7), making it possible to advance to theorization. The last level, the most advanced, is comprehension. At this level, which is based on descriptions and analyzes, it is finally possible to further explore "the relationships and determinations" (Mainardes & Tello, 2016, p. 7) involved in the research, which makes possible for the results to be used by other researchers, enabling the advancement of knowledge.

In the field of policy, the so-called "Implementation Studies" were one of the useful contributions to the research with the doctoral dissertations, which, as a whole, dealt with the materialization of the program both in the initial clashes between interest groups involved in its creation, and in the further developments in the partner HEIs. Implementation is the realization of the policy. It is the moment that, through existing or created organs and mechanisms, policy intentions begin to turn into action (Cavalcanti, 2007). Implementation studies gained new impetus from the mid-1980s onwards, with pioneering research conducted by Pressman and Widalsky[5], which gave rise to the Top Down and Bottom up models that would be further developed (Signé, 2017).

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Such models are part of the second[6] generation of implementation studies, developed from the late 1970s to the early 1980s, and sought to identify a set of factors that would contribute to the success or failure of the policy. These are classic approaches that divide policy phases into agenda, formulation, implementation and evaluation and other models were formulated later (Perez, 2010). However, for reasons related to the way PROUNI was treated in the dissertations, they were adequate to understand the initial moments of the policy (agenda and formulation), marked by questions related to funding, equal opportunities and the quality of education, as well as its developments in the partner HEIs.

The analysis of policy approaches in all the doctoral dissertations was based on four categories, created from the distinction between scientific knowledge production and projects for overcoming reality (Tello, 2013), policy analysis and evaluation (Cavalcanti, 2007), and policy evaluation and program policy evaluation (Figueiredo & Figueiredo, 1986). Tello (2013), when

[5] Perez (2010) highlights the 1984 edition of *Implementation*, by Pressman and Wildavsky, originally published in 1973. To this author, a "seminal study", which, although delimiting the beginning of the implementation process at the time a program is formulated, recognizes the existence of numerous obstacles to its implementation at the local level.

[6] The first generation (1970-75) was especially dedicated to identifying obstacles to implementation.

analyzed the relations that are being established between knowledge producers and decision makers in the field of education policy in Latin America, draws attention to the necessary distinction between Research Projects, Technical Reports and Reality Overcoming Projects and argues in favor of the Education Policy Epistemology Approach as a facilitator of epistemological vigilance and reflexivity on the field's research processes. The distinction between Policy Analysis and Policy Evaluation Approaches is developed by Cavalcanti (2007), who, based on an extensive review of available Latin American literature on public and education policy, distinguishes these two approaches. From the contribution of Figueiredo and Figueiredo (1986), who conceive of political evaluation as a preliminary stage to policy evaluation, it is emphasized the political evaluation of the principles that underlie policies (political evaluation), in addition to concern for effectiveness, the study of how decisions are made and the achievement of goals.

Based on the conceptualization exposed, after identifying how the theme was explored in the doctoral dissertations, these were categorized as studies of **Policy analysis, Policy evaluation, Political evaluation and some aspects of policy** and **Others**, a category created to allocate some works that, despite having PROUNI scholarship informants, failed to address the program as their main object. In summary, the analytical work was developed based on elements of the Education Policy Epistemology Approach, including the types of theorization found, also encompassing the analysis of the approaches from which the different authors organized their works and the levels of abstraction achieved in them.

Presentation and analysis of results

After the survey and the definition of the final list of doctoral dissertations to be analyzed, the first information about the dissertations was organized through the reading of the metadata; the abstracts with their keywords; the introductions; and also the results of the research presented in each dissertation. In addition to the final list of dissertations, tables and graphs designed to provide an overview of the distribution of dissertations by state and also by administrative dependency of the institutions were the result of the first stage.

Tables 1 and 2 show, respectively, the distribution of dissertations by HEI and Programs and by regions and state.

Table 1 - Distribution of doctoral dissertations by HEI and administrative dependence

Public Institutions				Private Institutions		
Federal	Dissertations	State	Dissertations	Private	Dissertations	Total
Universidade Federal do Rio Grande do Sul	1	Universidade de São Paulo	1	PUC – Paraná	1	
Universidade Federal da Bahia	1	Universidade Estadual Paulista "Júlio de Mesquita"	1	PUC – RJ	1	
Universidade Federal do Paraná	1			PUC – RS	1	
Universidade Federal de Pernambuco	1			PUC – SP	6	
Universidade Federal de São Carlos	2			Universidade do Vale do Rio dos Sinos	2	
Universidade Federal do Ceará	1			Metodista de Piracicaba	1	
Universidade Federal do Pará	1			Universidade Nove de Julho	1	
Total of Federal institutions	**8**	**Total of State institutions**	**2**	**Total of Private institutions**	**13**	
Total						**23**

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Source: Elaborated by the author based on research data.

As can be seen, 13 of the 23 theses were defended in private HEIs (of which the Catholic universities - Rio de Janeiro, São Paulo, Paraná and Rio Grande do Sul) stand out, followed immediately by public institutions: eight federal, distributed by the states of Pará, São Paulo, Ceará, Pernambuco, Paraná, Bahia and Rio Grande do Sul, and two State institutions, all in the state of São Paulo. Table 2 presents the distribution of theses by region, state and HEI.

Table 2 - Distribution of doctoral dissertations by Region, State and HEI

Region	State	HEI	Number of dissertations	Total by region
South	Rio Grande do Sul	PUC-RS	1	
		UFRGS	1	
		Unisinos	2	
	Paraná	PUC-PR	1	
		UFPR	1	
	Total in the South			**6**
Southeast	São Paulo	PUC-SP	6	
		USP	1	
		Uninove	1	
		Metodista de Piracicaba	1	
		Júlio de Mesquita	1	
		UFscar	2	
	Rio de Janeiro	PUC-RJ	1	
	Total in the Southeast			**13**
Northeast	Bahia	UFBA	1	
	Pernambuco	UFPE	1	
	Ceará	UFCE	1	
	Total in the Northeast			**3**
North	Pará	UFPA	1	
	Total in the North			**1**
Total			**23**	**23**

Source: Elaborated by the author based on research data.

The predominance of the Southeast and South regions in the distribution of dissertations is an easy situation to explain, since it is in these regions that most of the Graduate Education programs are concentrated.

Epistemological characteristics of the dissertations

The identification of the themes and the categorization of the dissertations, according to the approaches already mentioned in the previous section, were made from the systematization of the objectives/thesis/hypotheses and/or study questions, as can be seen in Table 3.

Table 3 - Objectives / theses / hypotheses and / or study questions

Number of dissertations	Objectives/thesis and/or study topics
1[7]	Identify and analyze the causes/reasons that lead PROUNI teaching undergraduate students to evade.
2	Identify personal, institutional and public policy actions that contribute to access, permanence and completion.
3	Understand the subjective dimensions of the scholarship students in relation to PROUNI in its multiple dimensions. **Hypothesis:** The scholarship holder has a multi-dimensional understanding of PROUNI.
4	Verify if the presence of the scholarship students impacts the quality of education in the HEIs that receive them.
5	Analysis of the effectiveness of targeted policies. **Hypothesis**: Focused policies tend to reinforce the universalist (democratizing) appearance, the formal and illusory nature of the principle of equality.
6	Analyze the scholarship's holder commitment to his/her learning and the impacts that this new academic student may have on the university and society. **Thesis:** The actual or potential results in the formation of the Prouni undergraduate student are related to the commitment of this student profile to his/her learning.

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[7] A number was assigned to each dissertation, which was kept constant throughout the work.

Number of dissertations	Objectives/thesis and/or study topics
	Hypothesis: The greater the intensity, variety and quality of the actions developed by the student during his/her education, the better will be the set of competences built by him/her.
7	Investigate the itinerancy of young people from the popular classes in Higher Education. **Thesis/assumption:** In unschooling spaces, founding knowledge is built that favors a positive relationship with formal knowledge. Understand the knowledge socialization networks in order to interpret the educational pathways of the PROUNI'S young students.
8	Analyze the Program as an academic and social inclusion. Analyze the meso and microinstitutional dimensions: the instituted and instituting processes mediated in two Higher Education Institutions.
9	Understand how the education provided by PROUNI can build working class hegemony. **Demonstrate** how PROUNI, being a compensatory policy, originates and organizes itself from the political, economic and social reality that surrounds it.
10	Critical examination of the Program and its consequences for the formation of the working class, as well as its role in the expansion of education entrepreneurship, especially in Higher Education in Ceará, Brazil. **Defend the idea** that the commodification of education was stimulated by the structural crisis of the acute capital in the 1970s with the exhaustion of the Taylorist/Fordist model.
11	What is this new student profile now inhabiting the academic spaces. [Know] his/her trajectories, feelings, perceptions, academic achievement and future perspectives. The hypotheses indicated various difficulties for this scholarship student.
12	Analyze the implementation and repercussions of PROUNI in Santa Catarina's HEIs. Know the student profile of the researched HEI, and the student's perception of access and inclusion in Higher Education and the social commitment of the HEI. Critically analyze PROUNI ... evaluate the program's advances and weaknesses, as a public policy for inclusion and democratization of Higher Education.
13	Investigate the constraints that motivated PROUNI scholarship holders to pursue Higher Education, as well as the meaning attributed to this teaching, and how this university experience occurred. **One of the hypotheses** is that, for this excluded young person, the place of Higher Education coincides with social ascension and easier job acquisition.
14	Analyze whether the completion of a private Higher Education course, funded by PROUNI, influences the social inclusion of individuals through indicators such as community participation, employability, access to social, political and cultural capital, widening of the social network.
15	Understand the strategies adopted by PROUNI'S scholarship students of the state of Pernambuco and their families, in a reality influenced by the new possibility of access to Higher Education. Categorize the profile of the student and compare it with the profile of other students enrolled in private HEIs.
16	Carry out a political evaluation and clarify the reasons that made the program one of the priority policies as a strategy to promote the democratization of access to Higher Education. **Thesis**: The process of constitution of the Higher Education system in Brazil was the builder of a barrier that separated those considered worthy of obtaining the titles of those who were not, legitimizing meritocratic discourses and residing bachelorism as a social phenomenon.
17	Assess if PROUNI corresponds and meets the expectations of these new social layers included in Higher Education
18	Investigate whether PROUNI enabled better conditions of insertion in the labor market, as well as improvement in the socioeconomic condition of its graduates.
19	Understand and problematize the public vs. private relationship in the historical perspective. **Initial hypothesis:** The relationship between the public and private spheres is of mutual implication and not of polarization or exclusion.
20	Investigate the subjective dimension of social inequality, from the choice of the university course by the PROUNI scholarship holders. **The base is on** the idea that social inequality permeates all social phenomena, among which the choice of courses; therefore, the choice is made under unequal conditions.
21	Analysis of the implementation of PROUNI in the 2005-2008 period in two HEIs in the city of Campo Grande. Identify its meaning as a democratization policy that aims at the inclusion of black people in Higher Education. **Hypothesis**: Although it is a focused policy, formulated in the neoliberal context, it may represent a strategy for access and permanence of young black people in Higher Education.
22	Analyze the financing policy of private Higher Education through PROUNI and FIES [Student Financing Fund] as a means of expansion and formation of oligopolies. **Thesis**: Incentive to private HEIs meets the interests of finance capital by contributing to the accumulation of owner shareholders.
23	Highlight the Education Policies that underlie Higher Education in Brazil, as well as the forms that social inequality has in education, focusing on the subjective dimension of this reality.

Source: Elaborated by the author based on the abstracts and introductions of the doctoral dissertations.

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The analysis in Table 3 elucidates the variation in the way the different authors state their purposes: some in the form of clearly and unambiguously stated objectives, others in the form of thesis and/or hypothesis accompanied or not by the research topics. Except for theses dissertations number 1, 2, 4, 8, 9, 10, 12, 14, 15, 18 and 23, which state descriptive-analytical purposes, the others start from some kind of "bet"; some clearly stated as "thesis", others as hypothesis, hypotheses, or even through verbs such as "demonstrate" and "defend". Procedures to support their assertions generally involve document analysis combined with questionnaires and interviews with scholarship students, graduates, managers and teachers, except for dissertations number 5, 9, 10, 16, 19 and 22 that can be classified as theoretical-documentary.

Categorizing the types of study, thematic, sub-thematic, and the approaches favored by the authors of the dissertations involved choices that went beyond judging similarity and difference. It was necessary to move from an initial proposal, based on the literature already mentioned, to the reading of the dissertations and to go through successive refinement steps until reaching the presented result: a particular and conscious reading of the limitations inherent to working with long and complex texts such as doctoral dissertations.

Considering, according to Perez (2010, p. 1185), that the top down model aims to analyze the degree of achievement of the policy objectives and their impacts and the main factors affecting the policy itself, as well as other aspects; and that bottom up approaches focus on local actors and are based on "the compatibility of programs with the desires, willingness and behavioral patterns of the actors and the decentralization process", it is possible from aspects of implementation and the themes of the dissertations systematize them into three groups:[8]

Group 1 is composed of dissertations 1, 2, 4, 6, 7, 11, 15 and 17. Due to the emphasis on the scholarship holders as the main empirical source of information and to deal primarily with their experiences in Higher Education, these researches can be considered as Bottom up studies. Overall, they look at some aspect of implementation in partner HEIs. It consists of eight dissertations, with the following thematic distribution: reception and avoidance (dissertations 1 and 2); impact on the quality of teaching (dissertation 4); student commitment to learning (dissertation 6); trajectories, socialization networks and relationship with academic knowledge (dissertation 7); profile of scholarship students and insertion into Higher Education (dissertation 11); adaptation strategies (dissertation 15); meeting the expectations of the scholarship students regarding Higher Education (dissertation 17).

Group 2 is made up of dissertations that can generally be considered as policy evaluation studies or that aim, in addition to evaluating some aspects of PROUNI, to also conduct a political evaluation of the program. It consists of two subgroups: The **first** includes dissertations 5, 8, 18, 12, 14, 21 and 22, which analyze PROUNI from the point of view of its effectiveness; from different perspectives, such as: criticism of the focused character of politics (dissertation 5); financing aspects (dissertation 22); social mobility and insertion of graduates into the world of work (dissertations 12 and 14); inclusion of black students (dissertation 21); advances and weaknesses of the program (dissertation 18). Of this group, dissertation 8 deserves special mention, because, despite not stating thesis or hypothesis, it analyzes the program from the point of view of academic and social insertion at the macro, meso and micro levels. The policy cycle

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[8] Clarification: Since there are few studies that work with models coming from the policy field, only an analytical effort allows us to treat them using these terms. As stated by Perez (2010), the concern with this theme appears, in Brazil, only in the late 1980s, from the finding of the studies conducted by Figueiredo and Figueiredo (1986) that, in the area of education, academic research rarely addressed implementation. Based on the finding of this gap, according to Perez (2010), the specialized literature would have begun to pay attention to the contributions that this type of research offers.

approach in Ball's[9] version better explains the development of this research, which focuses on all policy contexts: from influences on the issue entering the government agenda to a broad assessment of policy recipients in two HEIs in Rio de Janeiro. **The second** is formed by dissertations 9, 10, 16 and 19, which evaluate PROUNI from the following perspectives: critical potential (dissertation 9 and 10); possibilities for democratization of Higher Education (dissertation 16); public versus private relationship (dissertation 19).

Group 3 includes dissertations 3, 13, 20 and 23, which were categorized separately because, despite having a number of scholarship holders, they did not analyze or evaluate PROUNI, but the meanings attributed to the program by the subjects involved in the research (dissertations 3, 20 and 23) and Higher Education, in case of dissertation 13.

As for the approaches, based on the policy literature already mentioned in the introductory part of this paper, the dissertations were grouped into four categories[10]: **Policy analysis, Policy evaluation, Policy evaluation and some aspects of policy**, and **Others**. The "Policy analysis" works include the dissertations that dealt with some aspect of PROUNI'S implementation in one or more HEIs. "Policy evaluation" includes the dissertations that focused on PROUNI and its more broadly effects, using concepts such as social inclusion, or even the idea of policy effectiveness, though without mentioning the use of this concept in the public policy literature, as in the text already cited by Figueiredo[11]. The ones from "Political evaluation and some aspects of policy", a category that combines the first two, are those that used a mixed approach; while analyzing some aspect of the implementation, they prioritized the criticism of the program because of its neoliberal bias. These works can be considered Top Down Studies. The works included in the category "Others" are those that focus on the meanings attributed by the scholarship students interviewed to PROUNI, not including analysis or evaluation of the program, properly.

Table 4 summarizes the approaches, categories and subcategories constructed based on the complete reading and general mapping of each dissertation, elaborated through the use of the Simple Mind software[12], covering from objectives to results, including data collection and analysis procedures. [13]

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[9] Used by the author based on Mainardes (2006).

[10] The creation of these categories represents an attempt to better explain what, in fact, the authors of these works focus on, who, with few exceptions, made use of neither the models nor the specific vocabulary of the field of public policy or education policy for the purpose of addressing this program which, it is important to remember, is an outgrowth of a broader policy, that of democratizing access to Higher Education which, in addition to the private sector, also encompasses the public sector by booking seats.

[11] According to the authors, the evaluation of the effectiveness of a policy aims to verify the extent to which the program had effects on the situation that it aimed to correct; the efficiency evaluation considers the minimum possible cost for maximum benefits and the effectiveness assessments seek to determine the adequacy of the means to the program objectives.

[12] See example at the end of the paper.

[13] Due to space limitations, these aspects will not be discussed in detail in this paper.

Table 4 - Approaches, themes and main sources of the dissertations

Policy analysis		Policy evaluation		Evaluation of policy and some aspects of policy		Others	
Implementation aspects in partner HEIs	Sources and dissertations	Effectiveness	Sources and dissertations	Critical and democratization potential of the policy	Sources and dissertations	Paths and meaning assignment	Sources and dissertations
Reception and evasion prevention	HEI Dissertations 1 and 2	Criticism of the policy focused character	Documents Dissertation 5	Contribution to the formation of the working class	Documents Dissertations 9 and 10	Understanding the different dimensions of PROUNI	Scholarship students Dissertation 3
Impact on quality	HEI Dissertation 4	Social and academic inclusion	Scholarship students, managers and documents Dissertations 8 and 12	Democratization	Documents Dissertation 16	Reasons for seeking Higher Education	Scholarship students Dissertation 13
Student's commitment to learning	Scholarship students Dissertation 6	Mobility and social ascension	Graduates Dissertations 14 and 18	Public vs. Private relation	Documents Dissertation 19	Subjective dimension of inequality and career choice	Scholarship students Dissertation 20
Trajectories, socialization networks and relationship with academic knowledge	Scholarship students Dissertation 7	Inclusion of black students	Scholarship students Dissertation 21			Poverty, education and subjectivity	Scholarship students Dissertation 23
Scholarship students' profile and insertion into Higher Education	Scholarship students Dissertation 11	Funding	Documents Dissertation 22				
Adaptation Strategies	Scholarship students Dissertation 15						
Meeting Scholarship students' expectations	Scholarship students Dissertation 17						
Total	**8 Dissertations**		**7 Dissertations**		**4 Dissertations**		**4 Dissertations**

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Source: Elaborated by the author based on the collected information of the dissertations.

Epistemological Perspectives and types of theorization

The systematization and analysis of the epistemological and theoretical perspectives, from which the authors of the dissertations organized their investigations, presented some difficulties, due to the great variety in the way such works were structured. Some with a separate theoretical chapter, others covering different topics prior to the empirical part of the research, and even a work in which the theoretical foundation was made together with the literature review, merging with it. Table 5 presents a synthesis of the epistemological and theoretical framework informed by the authors in the abstracts and or introductions or even in separate theoretical chapters.

Table 5 - Epistemological and theoretical perspectives - synthesis

Epistemological Perspectives	Dissertations	Theories, authors and concepts	Dissertations	Combined Theorization[14]	Dissertations	Absence of theorization	Dissertations
Marxism, neomarxism and historical-dialectical materialism	9, 10 and 22	Paulo Freire and Gramsci	2	Authors of the Policy field + Combined Theorization	8 and 16	Literature Review on the Dissertation Theme	1
Perspective of socio-historical Psychology	20 and 23	Theory of Complexity	3	Combined theorization	4, 6, 7, 11, 12, 14, 17, 18, 19 and 21		
		Bendix Historical-Compared Sociology	5				
		Bourdieu and Bourdieu and collaborators	13 and 15				
Total	**5**		**5**		**12**		**1**

Source: Elaborated by the author based on the abstracts and introductions of the dissertations.

From the point of view of the general conceptual-analytical scheme of the Education Policy Epistemology Approach, it can be seen, firstly, that considering the *epistemological perspective* as the great conceptual structures from which the researcher builds reality, only in dissertations 9, 10 and 22, and 20 and 23 explicitly state their assumed epistemological perspectives: Marxist, Neomarxist, and Historical-dialectical Materialist in the first case, and Perspective of Sociohistorical Psychology in the second. The others form three subgroups: (1) dissertations 2, 3, 5, 13 and 15, whose authors inform of theoretical framework, name authors, concepts and work fundamentally with them, although many other authors appear cited in different passages; (2) dissertations 4, 6, 7, 11, 12, 14, 17, 18, 19 and 21, which combine different authors concepts and theories; (3) dissertations 8 and 16, the only ones that explicitly use authors and models of analysis from the field of education policy and public policy, although they also use combined theorization. Finally, there is also a dissertation in which there is no theorizing.

Therefore, the small number of authors that explain the epistemological perspective assumed to make the investigation, information consistent with the studies conducted by Mainardes (2017, 2018a) and Mainardes and Tello (2016), who, in these and other texts, have drawn attention to the consequences of this absence and to the importance of a definite epistemological perspective to increase the coherence, rigor and interaction between theory and data, thus contributing to consolidate the production of the field. Secondly, the amount of work that makes use of the combined theorization[15] feature, which represents both intentional decision

[14] Based on McLenann (1996), Mainardes (2018) defines combined theorization as "an effort to articulate theories or concepts from different theories, in order to compose a consistent theoretical framework to support a particular analysis. Such an effort demands making theoretical choices and justifying them, which implies an exercise in reflexivity and epistemological vigilance. The notion of added theorization means the more or less random adoption of theories, concepts, ideas from different theories and epistemological perspectives, resulting in a set of ideas and concepts without coherence, unity and theoretical articulation. The result of a simple addition and overlapping of ideas of different authors results in a failed attempt to define a theoretical framework, which can be considered fragile, disjointed and epistemologically inconsistent" (Mainardes, 2018, p. 6-7).

[15] In the case of dissertations that work with combined theorization, the references and themes are very varied and include, among others, the contribution of authors from different areas and dealing with topics such as affirmative action, Higher Education, democratization of access, state reform and neoliberalism, embracement, evasion,

making, with a view to constructing a theoretically more solid framework to handle the object, such as dissertations 8 and 16, whose authors combined the contributions of analytical models of policies with sociological contributions, as well as, probably, motivated choices for other reasons, such as the line of research of which the author of the dissertation was or is part of, the influences of the advisor or wealth of possibilities of the object.

It is worth remembering that combined theorization refers to pluralism, a perspective whose contribution to social research is not yet consensual (Mainardes, 2017, 2018a). Coutinho (1991, p. 13) warns that pluralism cannot imply relativism or eclecticism and that "one cannot think of reconciling irreconcilable points of view in the name of pluralism". In this sense, while it can promote novelty in science, stimulate criticism and stimulate dialogue, it can also, in the absence of a solid framework, slip into the simple addition of theories, generating fragile research, which does not contribute to consolidation of knowledge in a given area. What remains open is whether, as a whole, it is possible to have a political and policy evaluation that can serve as a reference for new researchers who, in the literature review phase, can find a point from which to advance, thus contributing to the constitution of a corpus of consolidated knowledge with regard specifically to this program.

Levels of abstraction

Having verified the extension and structure of the dissertations, besides the content of the respective chapters,[16] the systematization of the abstraction levels was made considering the following possibilities, combined or not: descriptive, analytical and comprehensive studies (Mainardes & Tello, 2016) or, still, as proposed by Dunleavy (2003), a combination of analytical and argumentative, argumentative and analytical styles and vice versa. Altogether, the dissertations contain a lot of description, although some have also worked with concepts and categories, derived from the information obtained in the HEI from scholarship students and other informants, or from some theory in use, or even presented original ideas and/or conclusions. Mixed studies were identified, which combined description and analysis, analysis and argumentation, purely descriptive chapters, and analytical work combined with attempts at theorizing. Table 6 summarizes this information:

Table 6 - Theses abstraction levels

Abstraction levels	Number of dissertations
Analytical Descriptive	11
Comprehensive Analytics	5
Analytical comprehensive	1
Argumentative Analytics	1
Descriptive argumentative	1
Analytical argumentative	3
Explanatory	1
Total	**23**

Source: Elaborated by the author based on the research data.

inequality, quality, social mobility and employability, relation with academic knowledge, trajectories and education funding, as well as PROUNI itself.

[16] Sixteen of the dissertations have, besides the introductions and conclusions, 3 to 5 chapters, 3 have six chapters, 2 have 7 and 2 have 8 chapters.

From the group of dissertations 1, 2, 4, 6, 7, 11, 15 and 17, categorized in Table 4 as Policy analysis studies focusing on aspects of program implementation, the dissertations 1, 2, 4, 11 and 17 are analytical descriptive. All of them advance to the formulation of categories, but generally contain more description than analysis. Dissertation 6 is a research that works with a clearly delineated thesis and hypothesis, informed as proven, and with the purpose informed as "explanatory", to demonstrate that the actual or potential results in the formation of PROUNI'S graduate are related to his/her commitment to learning. Dissertations 15 and 7 are comprehensive analytical researches. Dissertation 15 addresses the different perceptions of scholarship students regarding access to Higher Education. It presents advances in theorization, by defending and empirically sustaining the idea of a "fight" between two fields by the scholarship holder, who builds his/her own strategies to transit between the family and the academic environment in a balanced way. Dissertation 7 consistently articulates theories of sociology, anthropology, and social policy, with a focus on youth policy, and addresses in a unique way the notion of the creation, by scholarship holders, of "underground networks" of socialization in order to deal with academic knowledge and meet the demands of Higher Education.

Of the group of dissertations 5, 8, 12, 14, 18, 21 and 22, which evaluated the effectiveness of the policy in different dimensions, dissertations 5, 8 and 22 stand out as they present original contributions to the discussion about the program. They are integrated dissertations, in which their authors delivered what they promised (Dunleavy, 2003), also advancing to the level of comprehension. Dissertations 5 and 22 are theoretical and documentary. Dissertation 8 is a comprehensive analytical research, in which, in addition to a full description of the implementation of the program in two Higher Education institutions, PROUNI was analyzed from the context of influence as well as from the context of practice. In total, 904 subjects were heard, involved at different levels of the policy. Dissertation 5, categorized as analytical argumentative, presents a well-grounded critique of PROUNI'S focused, "illusory" character. Dissertation 22, an analytical-argumentative dissertation, demonstrates, through document analysis from three major private educational groups, the role of PROUNI and FIES [Student Financing Fund] in the expansion and formation of oligopolies. Dissertations 12, 18, 14 and 21 are descriptive-analytical; dissertations 18 and 14 focused on aspects related to the inclusion of graduates in the labor world; dissertation 12 focused on the importance of the commitment of HEIs to the reception of scholarship holders through the analysis of an experience; and dissertation 21 analyzed, with great quantity of data, the role of PROUNI in the insertion of black students in Higher Education.

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Dissertations 9, 10, 16 and 19, which focus on political evaluation and some aspects of policy, are all documentary and have different levels of contribution. Dissertations 9 and 10, just like 22 and 5, cited previously, depart from positions already taken against PROUNI and are respectively descriptive-argumentative and analytical-argumentative. Dissertation 9 works with Gramscian categories and seeks to show that PROUNI does not favor the construction of the working-class hegemony by analyzing excerpts from the 2009 Audit Report of the Federal Court of Accounts (*Tribunal de Contas da União* - TCU) and PROUNI statistics. Dissertation 10, also based on Marxist literature, points out the pseudo-democratizing character of the program and its harmful consequences for the formation of the working class, as well as its role in the expansion of the entrepreneurial sector of Higher Education in Ceará, Brazil. Dissertation 16 combines Max Weber's Comprehensive Sociology with Kingdon's Multi-Flow Model and other contributions from policy analysis (Figueiredo & Figueiredo, 1986; and historical Neoinstitutionalism) to conduct a political and policy evaluation in order to emphasize the separation between higher and lower prestige courses, as well as the reasons why PROUNI took precedence over other policies. It is a comprehensive analytical dissertation. Dissertation 19 is an analytical argumentative

research, which assumes that the relationship between the public and private spheres is one of mutual implication and not of polarization or exclusion. It concludes that PROUNI'S results express social gains, translating its public dimension, as well as market gains, proving, this way, its private dimension.

Finally, dissertations 3, 13, 20 and 23 are respectively comprehensive analytical, descriptive analytical, comprehensive analytical and analytical descriptive. In dissertation 3, the author explored the information obtained in the interviews with the scholarship students, comparing them with the theory used to answer the main research question. Dissertation 13 investigated, through data analysis on PROUNI and questionnaires and interviews with scholarship holders, the motivation to attend Higher Education and the meaning attributed to PROUNI. The last two, dissertations 20 and 23, have in common the fact that they assumed the perspective of critical Socio-Historical Psychology and both worked with analysis of the meaning cores constructed from the collected empirical material. Dissertation 20, in dialogic interviews with four scholarship holders, from different courses; dissertation 23, in 30 questionnaires and one interview. Dissertation 20, despite working with a small number of subjects, manages, through the analysis of the meaning cores identified in dialogic interviews, to discuss in an integrated way the relationship between subjectivity, career choice and inequality. Dissertation 23 privileges the questionnaires and describes more than analyzes.

Final considerations

In dealing with the theme of the constitution on the field of education policy, in Brazil and Latin America, in general, reference is made to its complexity, the diversity of its objects, as well as the need for more consistent research, in which the authors do not only clearly indicate the perspective and epistemological positioning that inform them, but also show coherence between the different poles (epistemological, theoretical, methodological and technical) in these investigations.

As a way of contribution to consolidate the research of this field, the meta-research has been pointed as a useful instrument to perform the research evaluation, identify characteristics, trends, weaknesses and obstacles for the development of a research field or theme (Mainardes & Tello, 2016). In this paper, we presented the results of a meta-research that, unlike studies that seek to map research more broadly, focused the doctoral dissertations on a single program, PROUNI, supported by analytical-conceptual schemes and theoretical references from the field of public policy and educational research, with the objective of epistemologically characterizing the studies on the theme, in the analyzed period.

The results focused on three major aspects: the themes and approaches, the theoretical and epistemological references and the levels of analysis and abstraction. The research step by step required a great effort of systematization and data construction; thus, many aspects remain to be explored. Briefly reviewing the research questions, we found the wide variety of subjects, with multiple ramifications, present in the works, the small amount of studies in which the perspectives and epistemological positions are explicitly presented, the majority use of combined theorization, as well as presence of only two studies using the literature and models from the policy field.

A controversial aspect that will require further deepening concerns the boundaries between analytic and comprehension dissertations, which will entail a closer examination of the ways in which authors operate with theories, create categories, and deal with evidence in general. Further investment in understanding data construction and analysis procedures, as well as textual

configuration, may provide insights to clarify these aspects. A final point that deserves attention is the absence, in most studies, of more substantive discussions about PROUNI, in the light of concepts such as democratization, social inclusion and equity, topics only tangentially approached in most works, as well as a broader overview of the different ways Higher Education systems in other countries have been addressing access to Higher Education.

Appendix A - List of doctoral dissertations that made up the research *Corpus*

1. Rocha, C. S. (2015). *Por que eles abandonam? Evasão de bolsistas Prouni dos cursos de licenciaturas* (Doctoral dissertation). Universidade do Vale do Rio dos Sinos, São Leopoldo, Rio Grande do Sul, Brazil.

2. Sena, E de F. (2011). *Estímulo, acesso, permanência e conclusão no Ensino Superior de alunos bolsistas do Programa Universidade para Todos (Prouni): contribuições para o enfrentamento do processo de inserção* (Doctoral dissertation). Pontifícia Universidade Católica de São Paulo, São Paulo, Brazil.

3. Ferreira, J. A. (2012). *A compreensão do sujeito bolsista em relação ao Programa Universidade Para Todos – PROUNI, à luz do pensamento complexo* (Doctoral dissertation). Universidade Nove de Julho, São Paulo, Brazil.

4. Pinto, M. L. M. (2010). *Qualidade da Educação Superior e o Prouni: limites e possibilidades de uma política de inclusão* (Doctoral dissertation). Universidade do Vale dos Sinos, São Leopoldo, Rio Grande do Sul, Brazil.

5. Marinelli, C. R. G. (2010). *Programa Universidade para todos: aspectos da cidadania fragmentada* (Doctoral dissertation). Universidade Metodista de Piracicaba, Piracicaba, São Paulo, Brazil.

6. Felicetti, V. L. (2011). *Comprometimento do estudante: um elo entre aprendizagem e inclusão social na qualidade da educação superior* (Doctoral dissertation). Pontifícia Universidade Católica do Rio Grande do Sul, Porto Alegre, Rio Grande do Sul, Brazil.

7. Borghi, I. S. M. (2013). *Uma margem outra: itinerâncias de jovens das classes populares na educação superior* (Doctoral dissertation). Universidade Federal da Bahia, Salvador, Bahia, Brazil.

8. Faceira, L. da S. (2009). *O ProUni como política pública em suas instâncias macro-estruturais, meso-institucionais e microssociais: uma pesquisa sobre a sua implementação pelo MEC e por duas Universidades na Região Metropolitana do Rio* (Doctoral dissertation).Pontifícia Universidade Católica do Rio de Janeiro, Rio de Janeiro, Brazil.

9. Bergamo, E. A. (2013). *Programa Universidade para Todos (Prouni) e a construção da hegemonia da classe trabalhadora* (Doctoral dissertation). Pontifícia Universidade Católica do Paraná, Curitiba, Paraná, Brazil.

10. Rocha, A. R. M. E. (2009). *O Programa Universidade para Todos - Prouni e a pseudodemocratização na contrarreforma da educação superior no Brasil* (Doctoral dissertation). Universidade Federal do Ceará, Fortaleza, Ceará, Brazil.

11. Estacia, M. A. T. E. (2009). *Alunos do ProUni da Universidade de Passo Fundo: trajetórias, percepções/sentimentos e aproveitamento acadêmico* (Doctoral dissertation). Universidade Federal do Rio Grande do Sul, Porto Alegre, Rio Grande do Sul, Brazil.

12. Krames, I. P. K. (2010). *Na trilha do PROUNI: implantação, acompanhamento e perspectivas em uma instituição de Ensino Superior de Santa Catarina* (Doctoral dissertation). Pontifícia Universidade Católica de São Paulo, São Paulo, Brazil.

13. Ferreira, K. T. (2011). *Prouni: Trajetórias* (Doctoral dissertation). Universidade Federal de São Carlos, São Carlos, São Paulo, Brazil.

14. Giacon, B. D. (2012). *Prouni: influências sobre a inclusão social dos seus egressos* (Doctoral dissertation). Pontifícia Universidade Católica de São Paulo, São Paulo, Brazil.

15. Neto, R. de D. e M. (2015). *Não vou me adaptar: um estudo sobre os bolsistas pernambucanos durante os 10 primeiros anos do Programa Universidade Para Todos – ProUni* (Doctoral dissertation). Universidade de São Paulo, São Paulo, Brazil.

16. Moreira, C. R. B. S. (2017). *Um olhar sobre o muro: avaliação do Programa Universidade para Todos (Prouni)* (Doctoral dissertation). Universidade Federal do Paraná, Curitiba, Paraná, Brazil.

17. Bovério, M. A. (2015). *Prouni: estudo multicasos com alunos e concluintes* (Doctoral dissertation). Universidade Estadual Paulista "Júlio de Mesquita Filho", Araraquara, São Paulo, Brazil.

18. Costa, F. de S. (2012). *O ProUni e seus egressos: uma articulação entre educação, trabalho e juventude* (Doctoral dissertation). Pontifícia Universidade Católica de São Paulo, São Paulo, Brazil.

19. Oliveira, A. P. de. (2007). *A relação entre o público e o privado na Educação Superior no Brasil e o Programa Universidade para Todos (Prouni)* (Doctoral dissertation). Universidade Federal de Pernambuco, Recife, Pernambuco, Brazil.

20. Oliveira, A. dos S. (2014). *A dimensão subjetiva da desigualdade social: um estudo sobre a escolha do curso universitário entre os alunos bolsistas do Programa Universidade para Todos – ProUni* (Doctoral dissertation). Pontifícia Universidade Católica de São Paulo, São Paulo, Brazil.

21. Marques, E. P. de S. (2010). *O Programa Universidade para Todos e a inserção de negros na Educação Superior: a experiência de duas Instituições de Educação Superior de Mato Grosso do Sul - 2005 – 2008* (Doctoral dissertation). Universidade Federal de São Carlos, São Carlos, São Paulo, Brazil.

22. Filho, J. R. dos S. (2016). *Financiamento da Educação Superior privado-mercantil: Incentivos públicos e financeirização de grupos educacionais* (Doctoral dissertation). Universidade Federal do Pará, Belém, Pará, Brazil.

23. Nogueira, M. O. G. (2013). *Educação, desigualdade e políticas públicas: a subjetividade no processo de escolarização da camada pobre* (Doctoral dissertation). Pontifícia Universidade Católica de São Paulo, São Paulo, Brazil.

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Appendix B - Example of Map of the doctoral dissertations

Figure 1 - Map elaborated for data collection
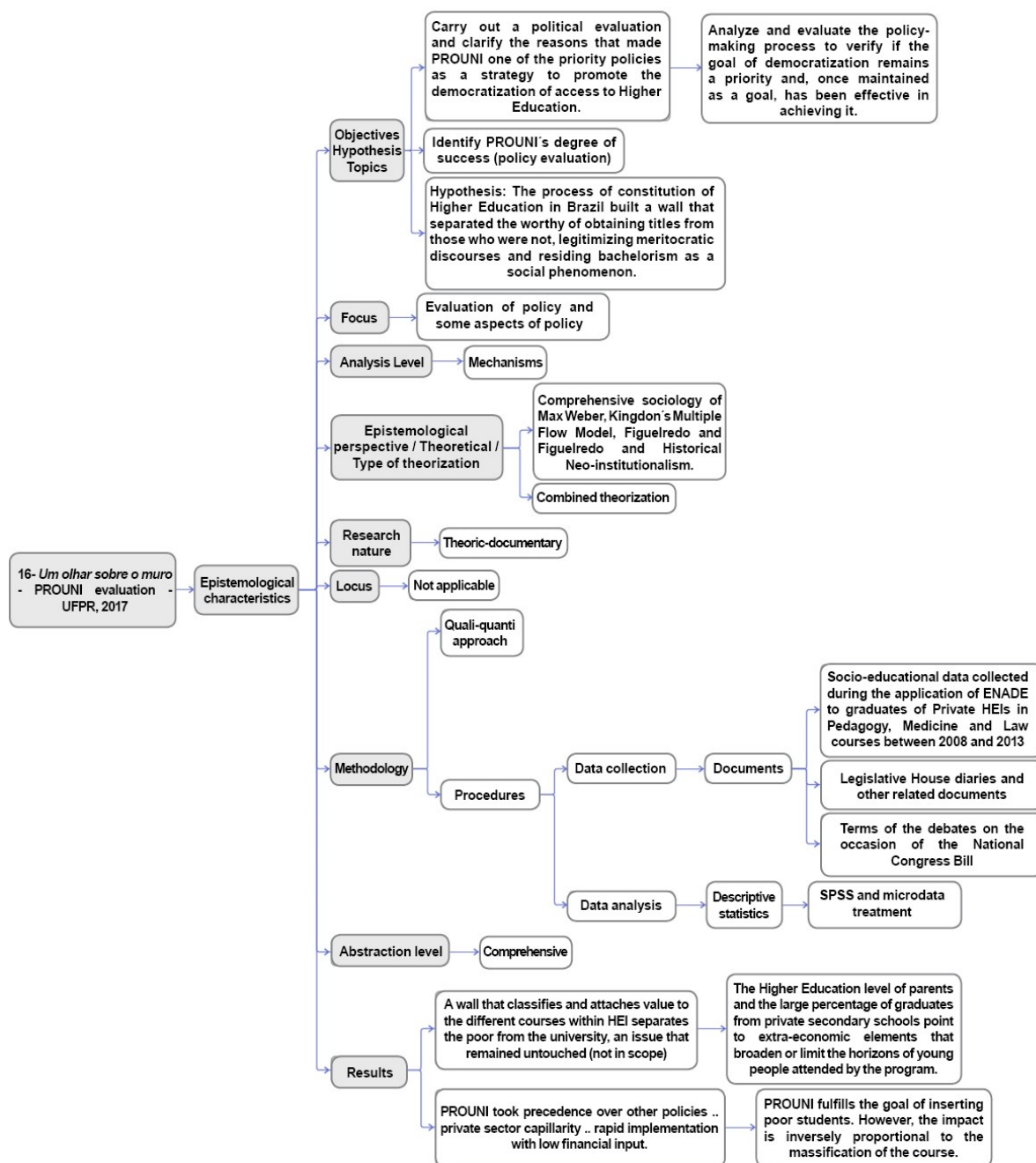
Source: Elaborated by the author.

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