



**Access and geopolitics:  
Next steps in tackling  
the equity crisis in  
Global Higher Education**

**Oxford (UK)  
03 June 2025**



**Private funding for public good and  
public funding for private good?**

**Thinking of the democratization of  
Higher Education in Brazil in terms  
of access, success and belonging**

**Ester Macedo**

**Brazilian National Institute for Educational Research (Inep)  
[ester.macedo@inep.gov.br](mailto:ester.macedo@inep.gov.br)**

**INEP**

**MINISTÉRIO DA  
EDUCAÇÃO**

**GOVERNO FEDERAL  
BRASIL  
UNIÃO E RECONSTRUÇÃO**

# Democratizing HE:

## Thinking of Meaning

What does it mean and  
why is it meaningful?

- University for everyone
  - “Universal” university
  - Who is “everyone”?
- University for democracy
- Ethically-engaged university
  - Global citizenship education
  - Individual good/common good/public good
  - Access, success and belonging
  - University for/of the many

## Study Argument

- From a social justice perspective, we have to think both in terms of how to give access to those who have been previously excluded, and also in terms of how to support them in their higher education journey so they feel both that that it is something that contributes to their success.
- Thinking of quality assessment, we understand that Brazil has advanced in terms of providing access to higher education, but there is much do be done in terms of retention and completion, and making this experience successful, in the sense of being receptive, supportive and enriching.



# Study Proposal

- In this sense, my proposal here is to have look at how numbers have shifted in the last two decades both in terms of admission and enrollment on the one hand, to retention and conclusion on the other, so as to think of ways to move from enrolment to actual graduates.

# Conceptual Framework

## Jane Roland Martin

- “Needed: A New Paradigm for Liberal Education” (1981)
- “The Ideal of the Educated Person” (1981)
- “Becoming Educated: A Journey of Alienation or Integration?” (1985)
- *Reclaiming a Conversation: The Ideal of the Educated Woman* (1985)
- Critical Thinking for a Humane World (1992)

## Iris Marion Young

- *Justice and the Politics of Difference* (1990)
- *Inclusion and Democracy* (2002)

# HE for everyone: facts and fiction about HE in Brazil



# HE for everyone – common assumptions regarding HE in Brazil



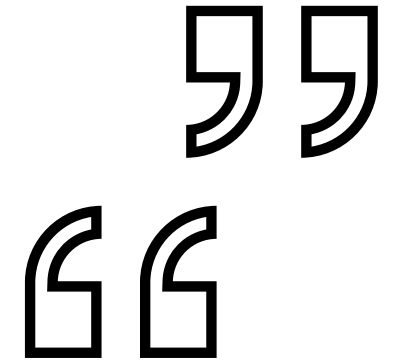
That the demand for HE is higher than the spots available



That there are not sufficient resources to secure these spots, either from public or from private resources.



# HE in Brazil - a few facts

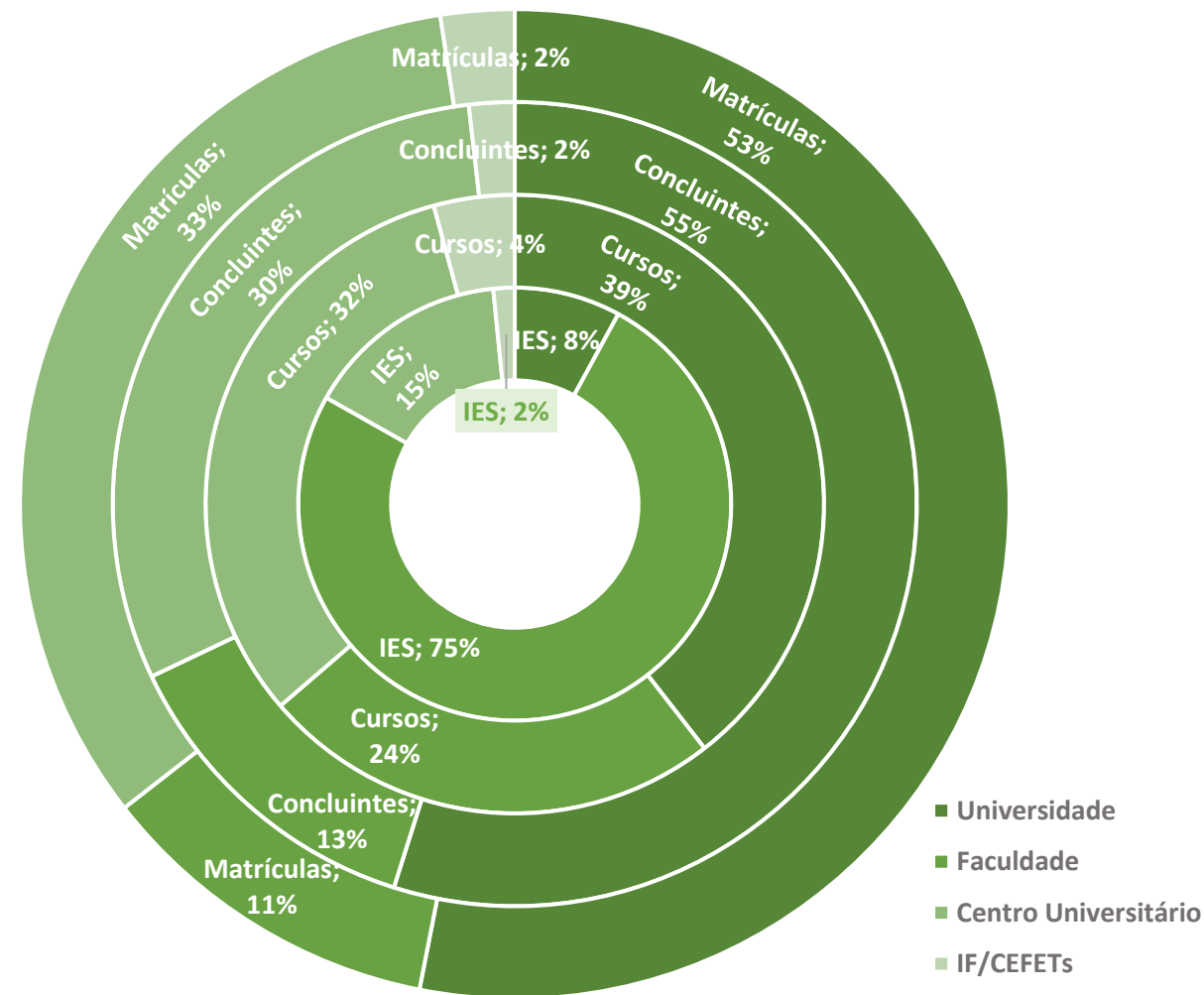
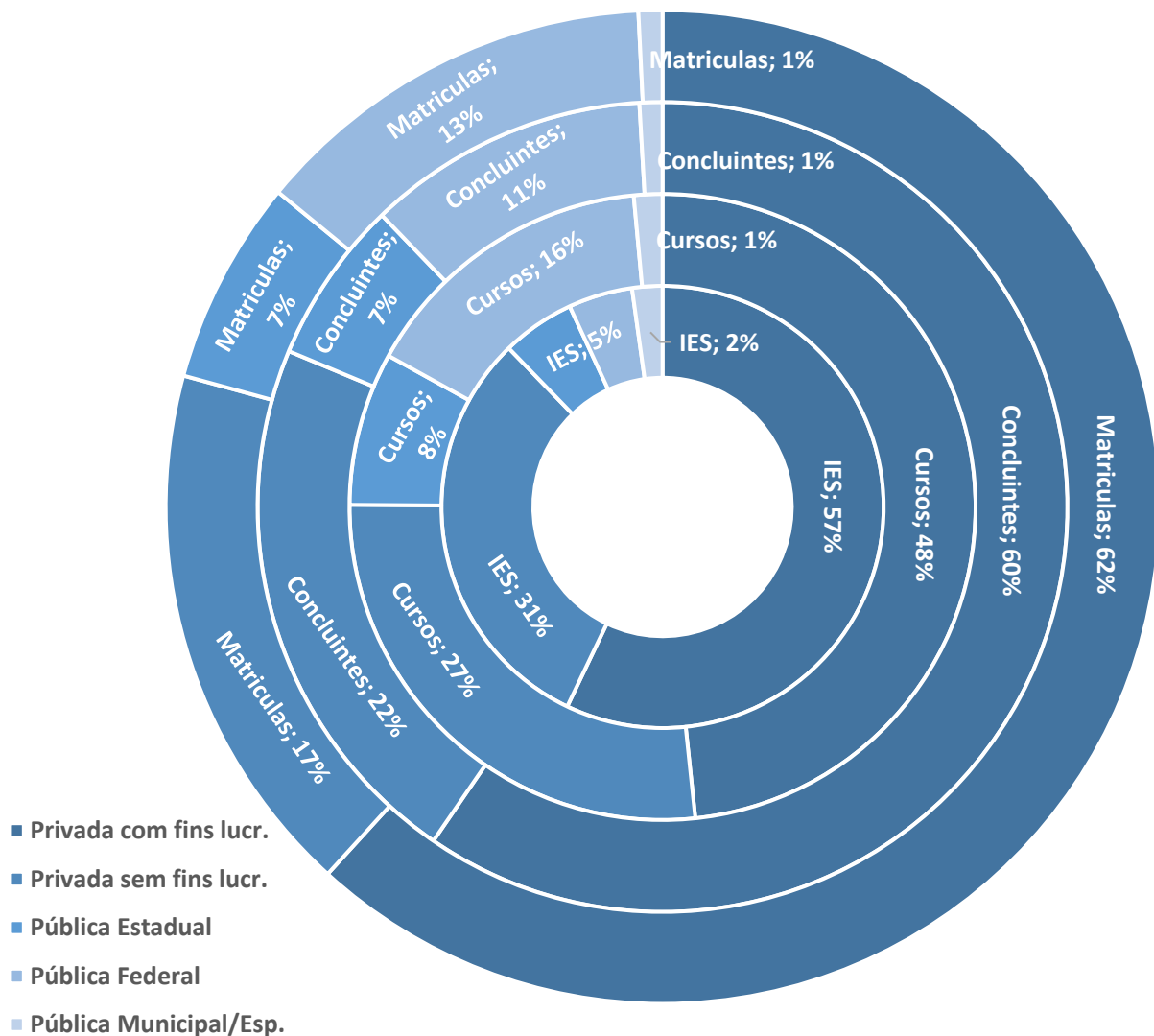


- National Educational Plan (PNE) 2014-2024:
  - *"GOAL 12: Raise the gross enrollment rate in higher education to 50% (fifty percent) and the net rate to 33% (thirty-three percent) of the population aged 18 (eighteen) to 24 (twenty-four), ensuring the quality of the offer and expansion to at least 40% (forty percent) of new enrollment in the public sector."*  
(Brazil, 2014)



# What are the different types of HEI in Brazil?

Source: Censo da Educação Superior | Inep (2023)



# HE in Brazil - a few facts

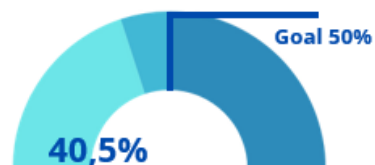
Sources: Censo (IBGE) and Censo da Educação Superior (Inep)

Brazil – Total  
population (2023) –  
211.1 million people



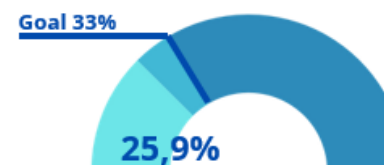
Population between 18  
and 24 years old (2023):  
22.279.961 million  
(10.55%)

Total HE students (2023)



9.034.287 students  
(40,5% gross rate)

HE students between 18 and 24 years old (2023)



5.768.511 students  
(25,9% net rate)

Gráfico 2. Distribuição percentual da população de 18 a 24 anos, por condição de frequência à escola e etapa de ensino – Brasil 2023

22,3 milhões

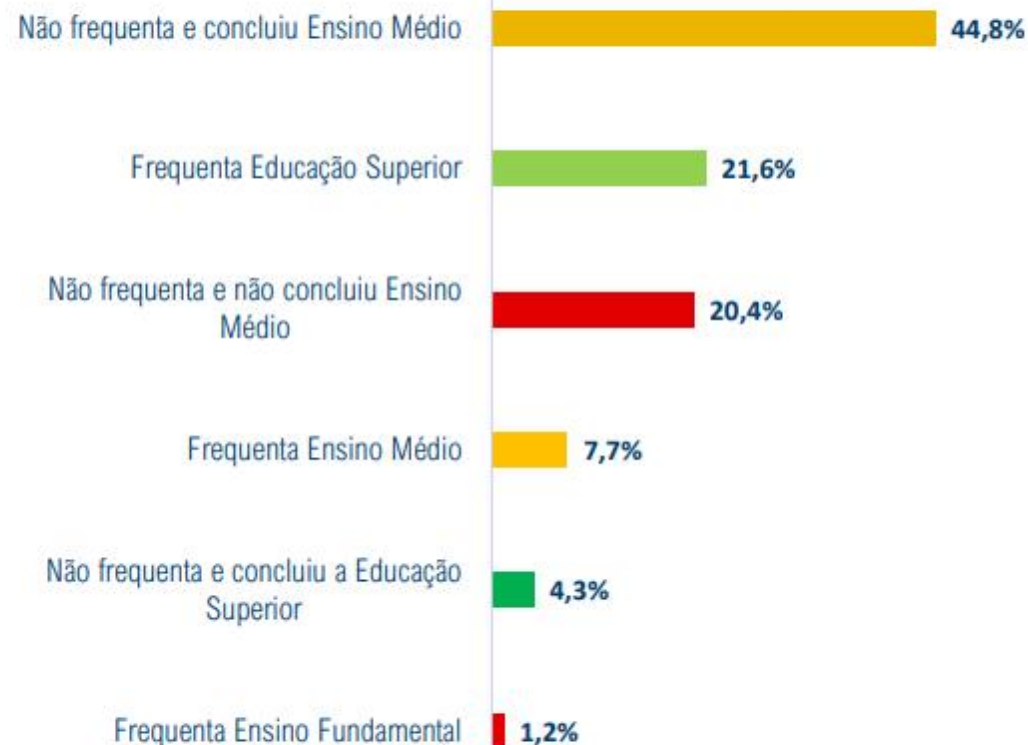
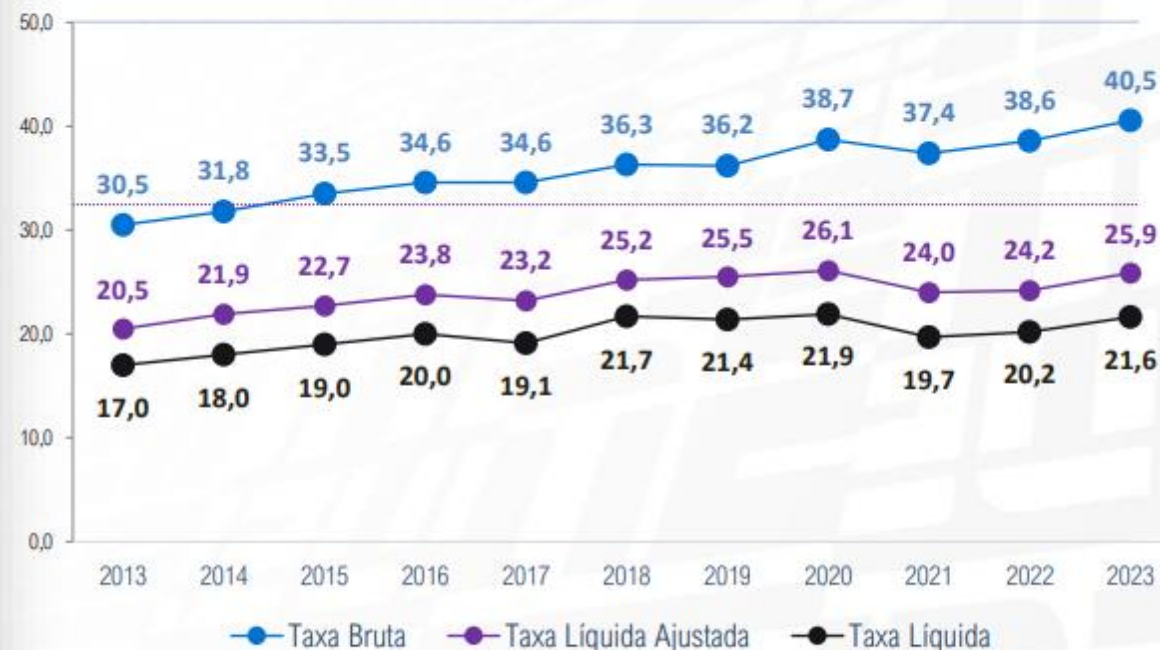


Gráfico 3. Taxas de escolarização bruta e líquida – Brasil 2013-2023

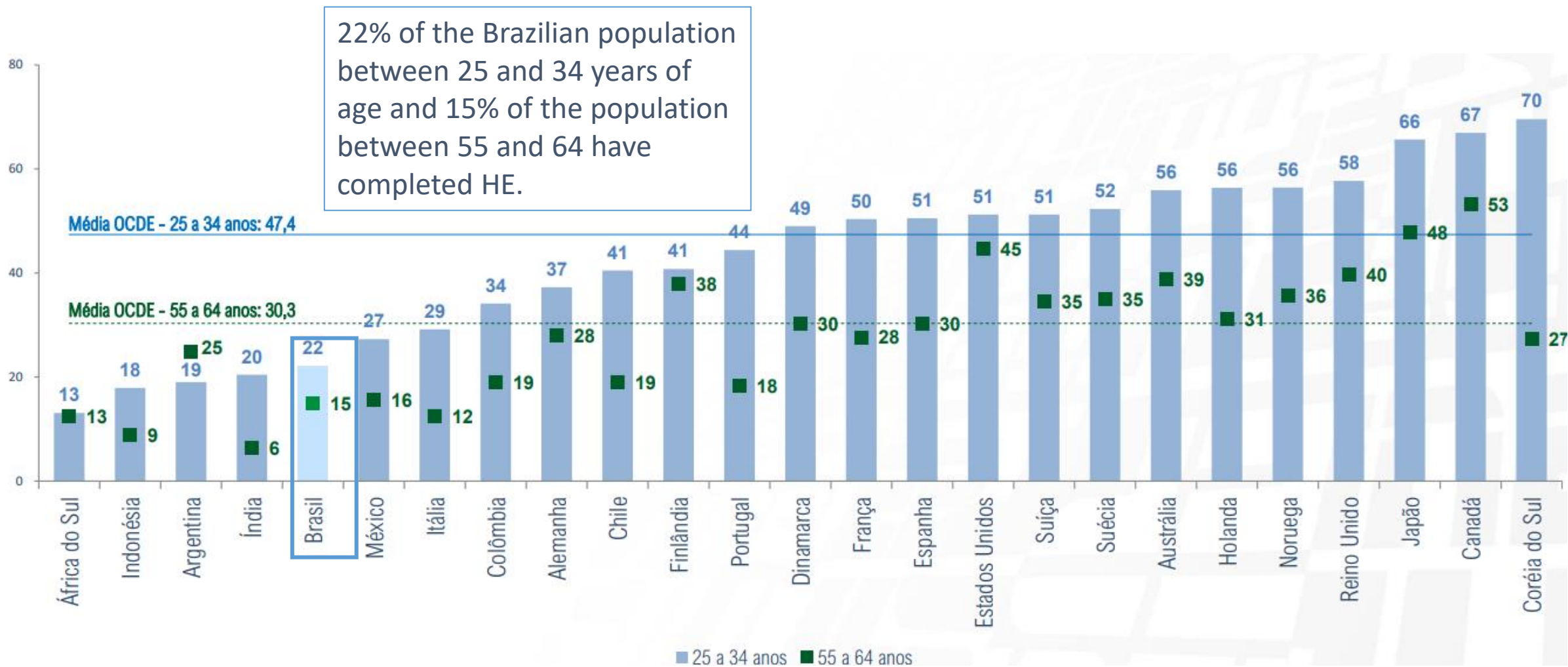


$$TB = \frac{\text{População frequente educação superior}}{\text{População de 18 a 24 anos}} \times 100$$

$$TL = \frac{\text{População 18 a 24 anos que frequenta educação superior}}{\text{População de 18 a 24 anos}} \times 100$$

$$TLA = \frac{\text{População 18 a 24 anos frequenta ou já concluiu educação superior}}{\text{População de 18 a 24 anos}} \times 100$$

# Percentage of population who completed HE, by age group – 2022

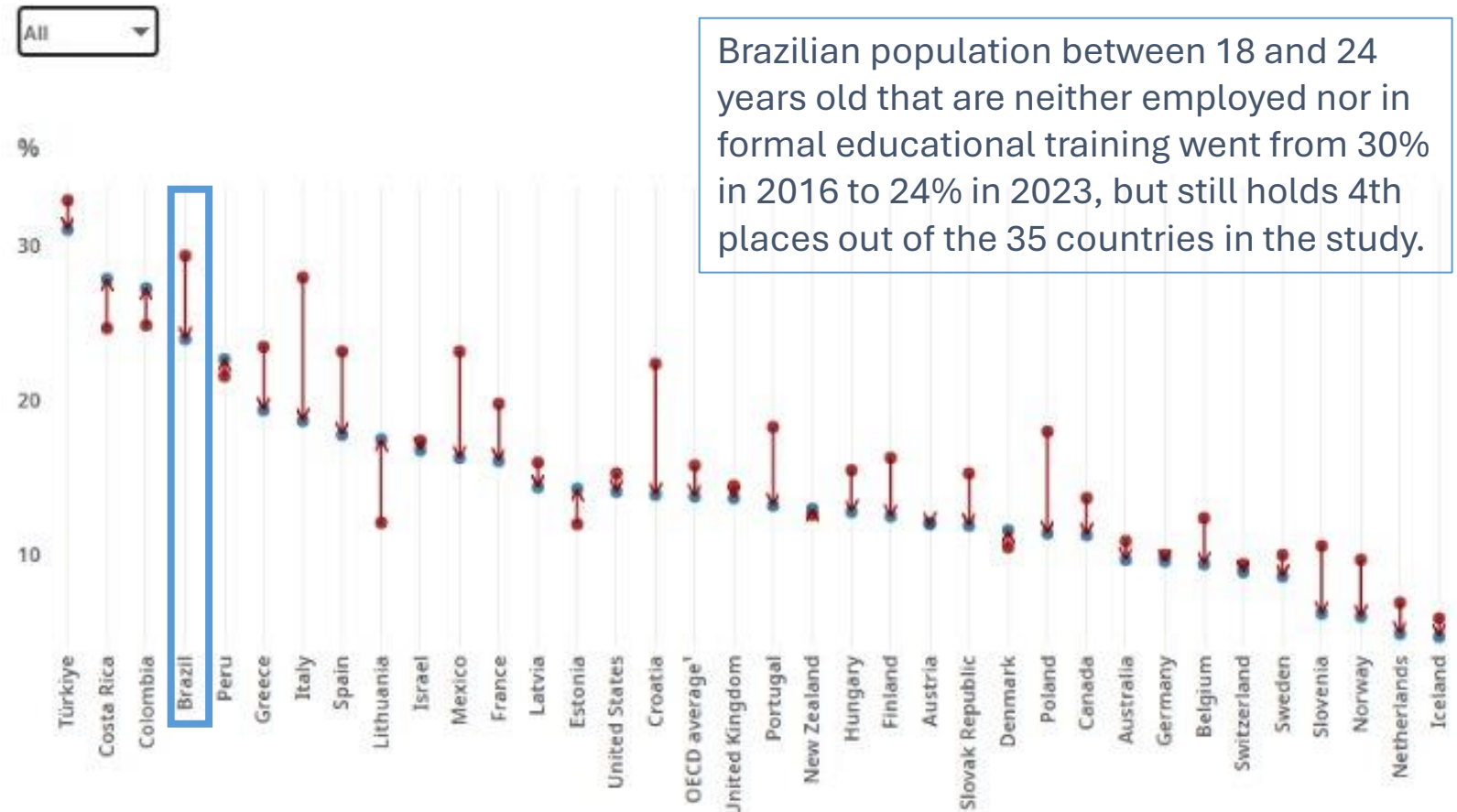


Fonte: Deed/Inep a partir de OECD.Stat, 31/07/2024.



# 18-24 –year-old that are neither employed nor in formal educational training - NEETs (2016 and 2023)

## Trends in the share of 18-24 year-old NEETs (2016 and 2023)



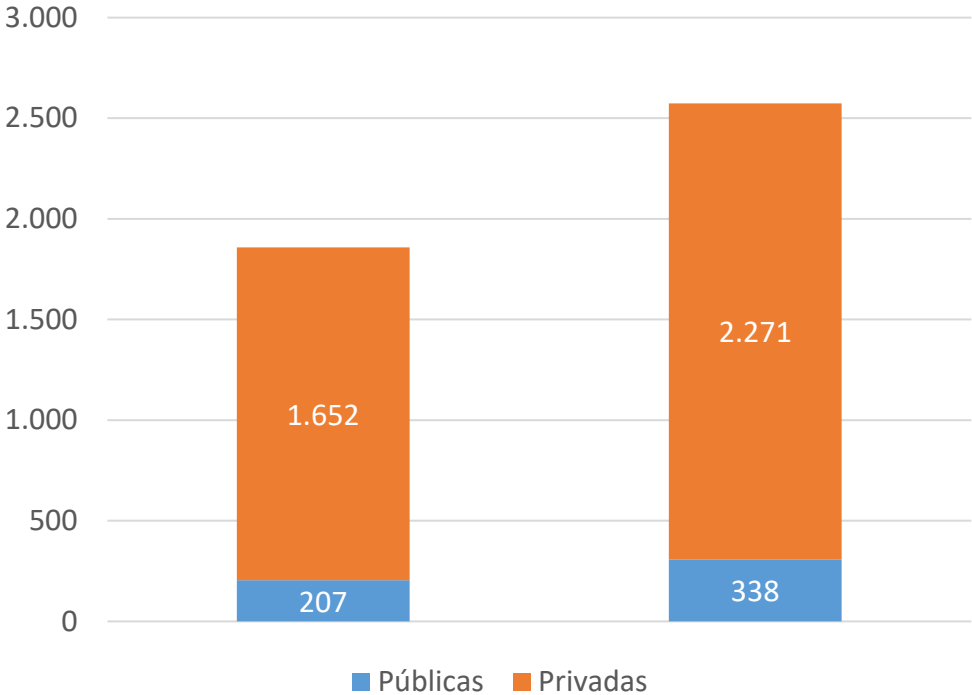
Note: NEET refers to young people neither employed nor in formal education or training. 1. The OECD average is derived from the unweighted mean of all countries with available and comparable data for both years. Countries are ranked in descending order of the share of 18-24 year-old who were NEET in 2023., [OECD \(2024\), Table A2.1, Education at a Glance 2024](#)

Fonte: Education at a Glance (2024)

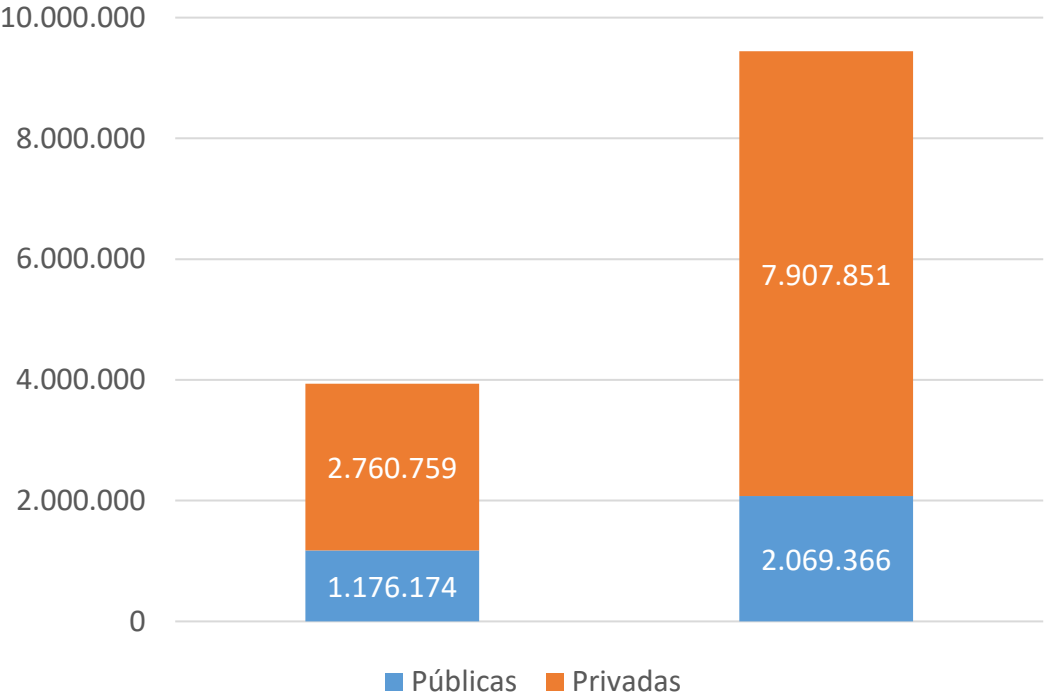
# General Higher Education Statistics Brasil – 2003/2023

Source: Censo da Educação Superior | Inep

Higher Education Institutions



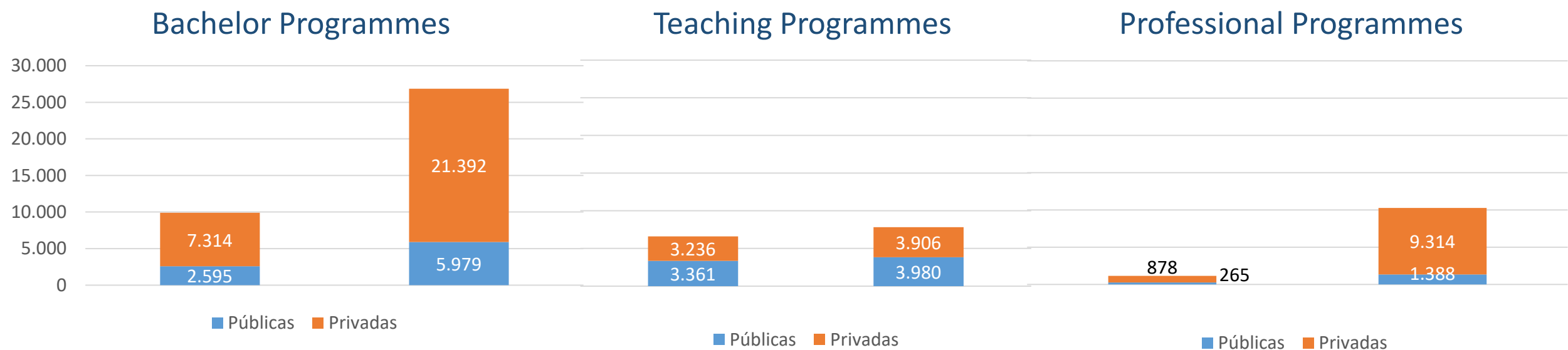
Enrolment



Elaboração própria, com base no Censo da Educação Superior

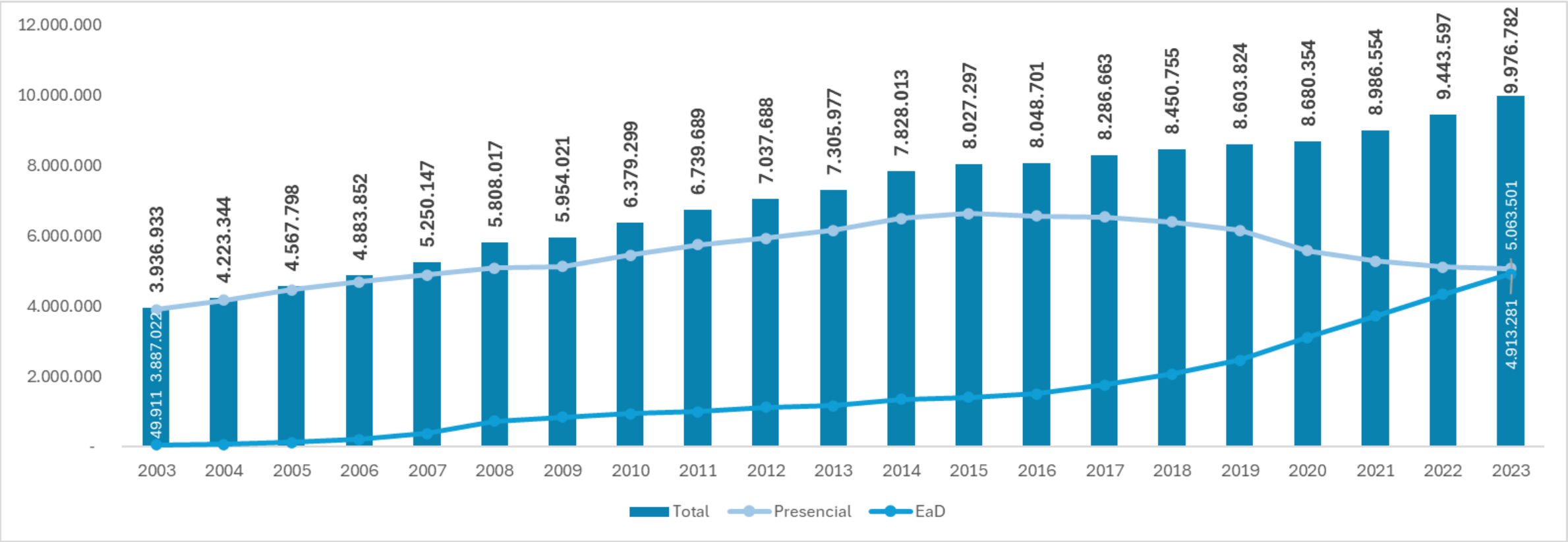
# General Higher Education Statistics Brasil – 2003/2023

Source: Censo da Educação Superior | Inep



# General Higher Education Statistics Enrollment (2003/2023)

Fonte: Censo da Educação Superior | Inep

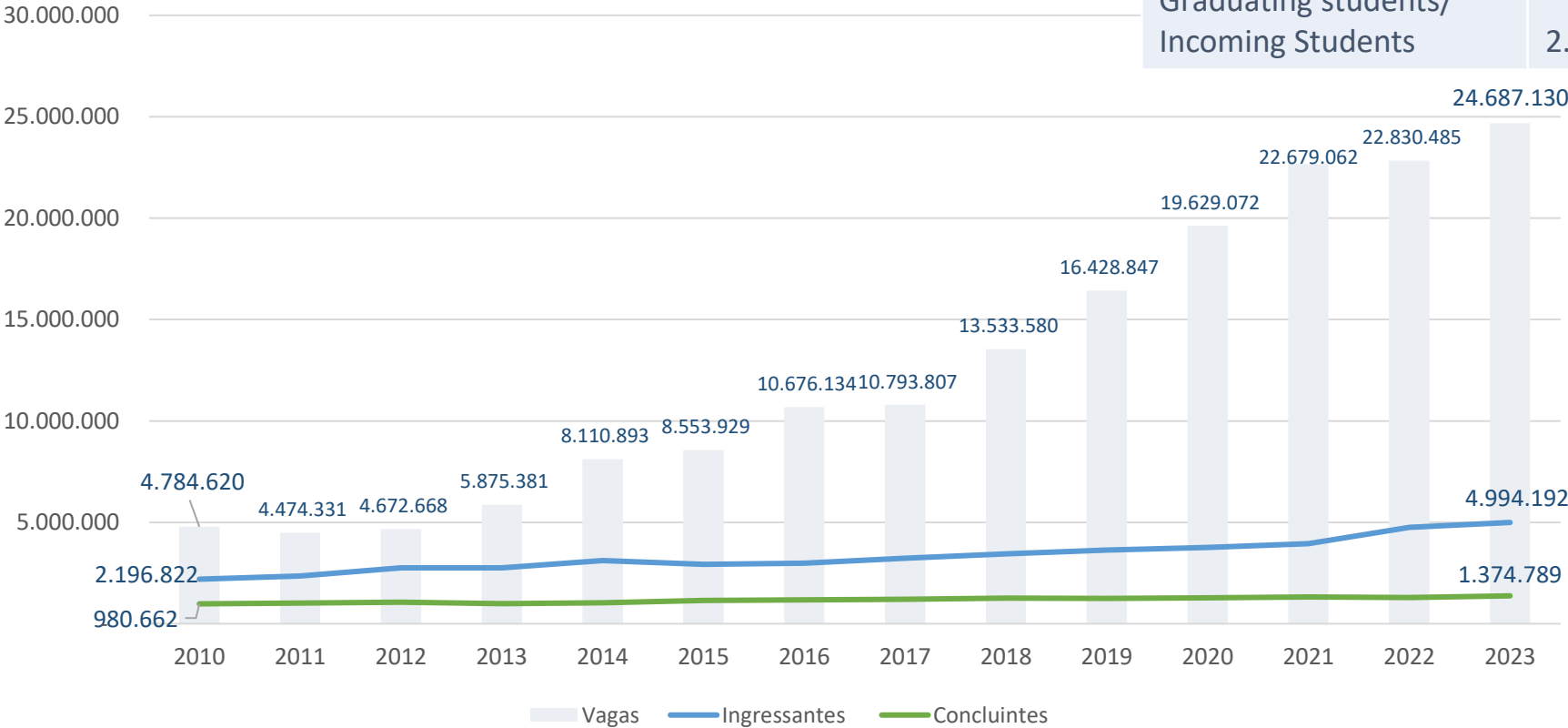




# Total HE Vacancies, incoming students and outgoing students (2010/2023)

Fonte: Censo da Educação Superior | Inep

Vagas, Ingressantes e Concluintes  
Brasil - 2010-2023



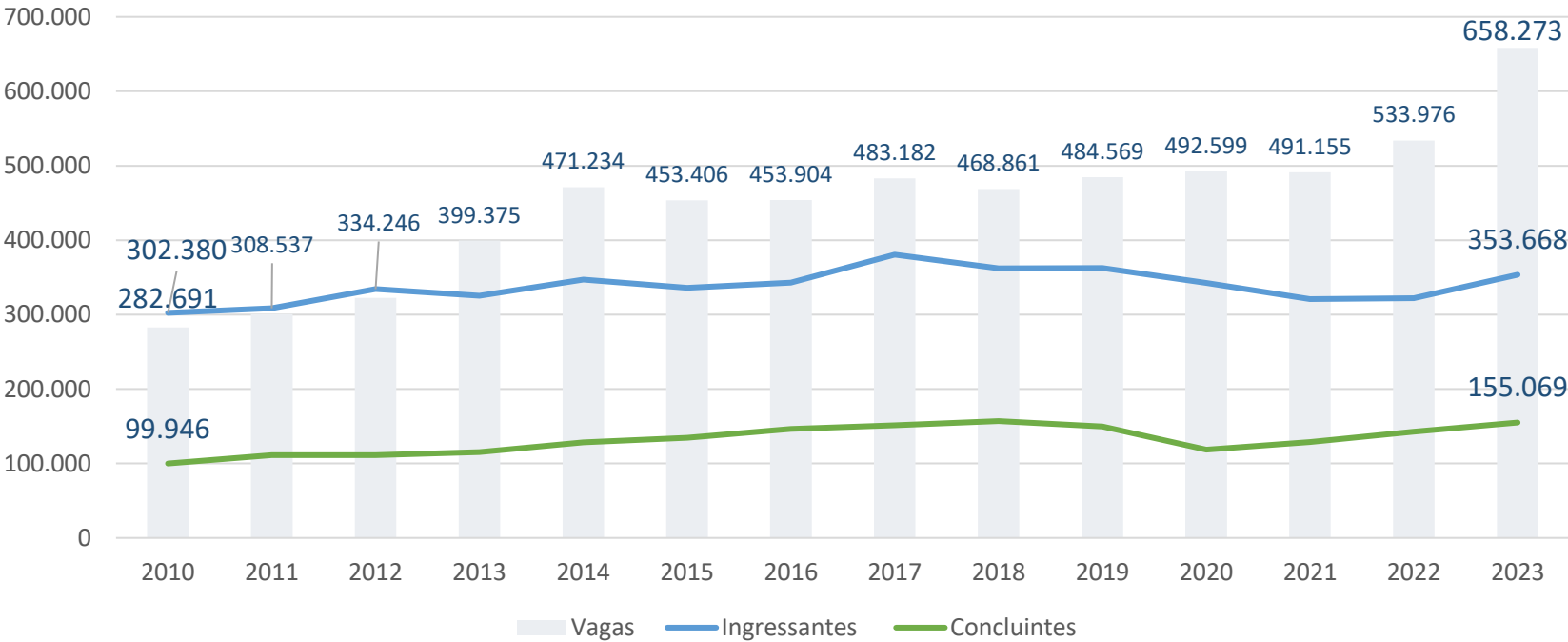
	2010	2023
Incoming students/ New spots available	2.196.822/ 4.784.620 = 46%	4.994.192/ 24.687.130 = 20%
Graduating students/ Incoming Students	980.662/ 2.196.822 = 45%	1.374.789/ 4.994.192 = 28%

# Federal HE Vacancies, incoming students and outgoing students (2010/2023)

Fonte: Censo da Educação Superior | Inep

Vagas, Ingressantes e Concluintes no Sistema Federal - 2010-2023

Federal HEI	2010	2023
Incoming students/ New spots available	302.380/ 282.691 = 107%	353.668/ 658.273 = 54%
Graduating students/ Incoming Students	99.946/ 302.380 = 33%	155.069/ 353.668 = 44%



# Percentage of HE occupation, by administrative category (2023)

Fonte: Inep | Relatório Técnico do Censo da Educação Superior (2024, p. 21)

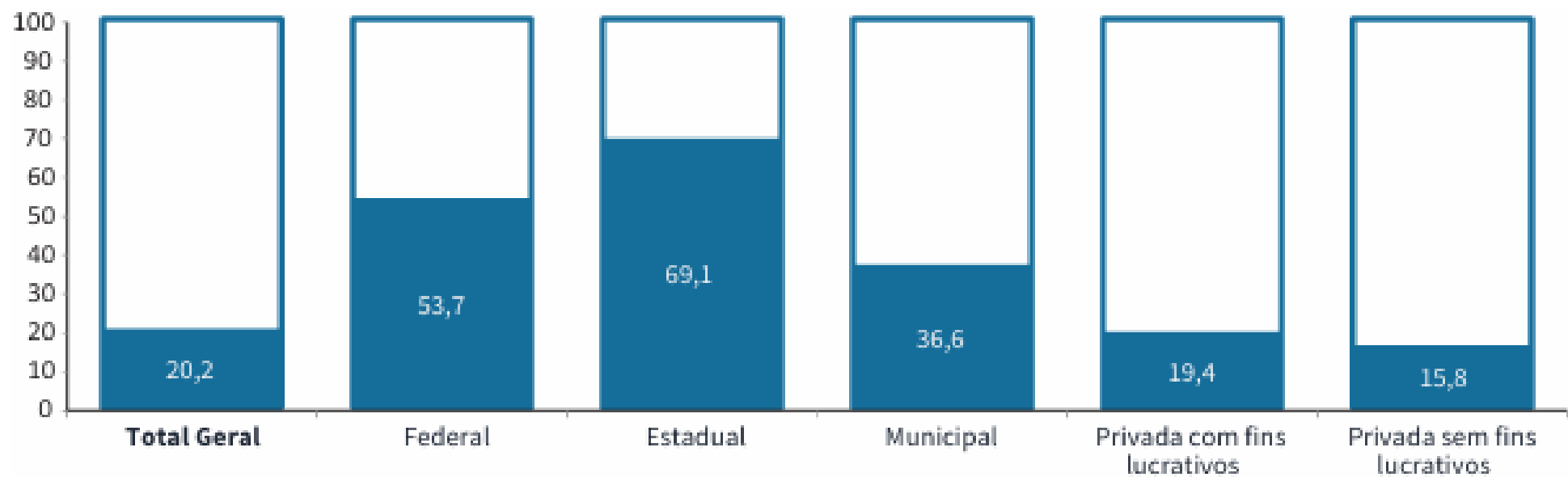


GRÁFICO 1

**PERCENTUAL DE VAGAS (TOTAL) OCUPADAS NOS CURSOS DE GRADUAÇÃO, POR CATEGORIA ADMINISTRATIVA – BRASIL – 2023**

Fonte: Elaborada por Deed/Inep baseado em dados do e-MEC (Brasil. MEC, [2024]).

Nota: “Vagas (Total)” corresponde ao somatório de vagas novas oferecidas, vagas remanescentes oferecidas e vagas oferecidas de programas especiais.

# 2003



**4.900.023 applicants**

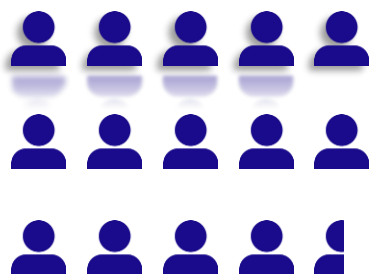


**2,002,733  
seats available**

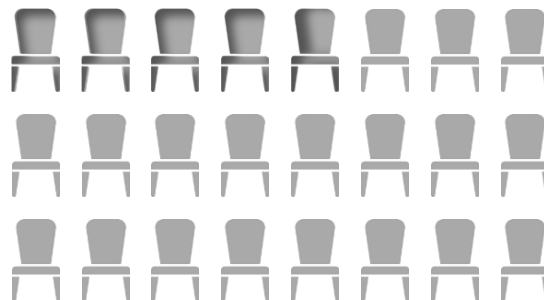


**1,262,954  
incoming students**

# 2023



**14,576,590 applicants**



**24,687,130 HE seats available  
(18.734.164 million idle spots = 82.6%)**



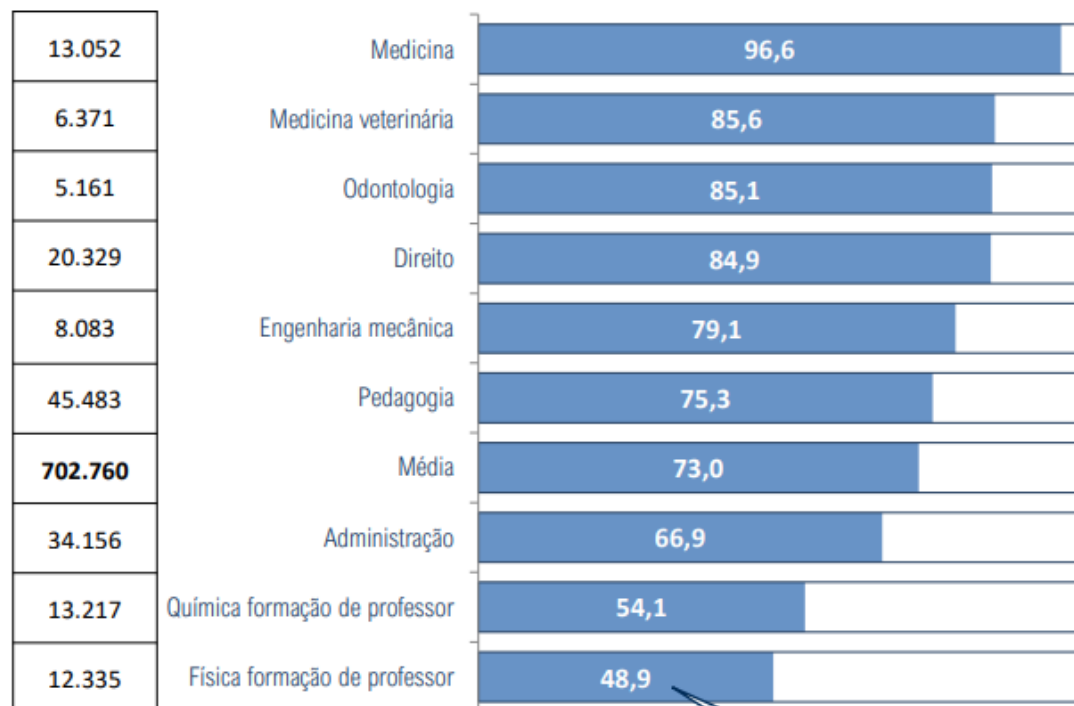
**4,994,192  
incoming students**



Gráfico 24. Taxa de ocupação das vagas novas ofertadas, segundo cursos específicos - Brasil 2023

## Pública

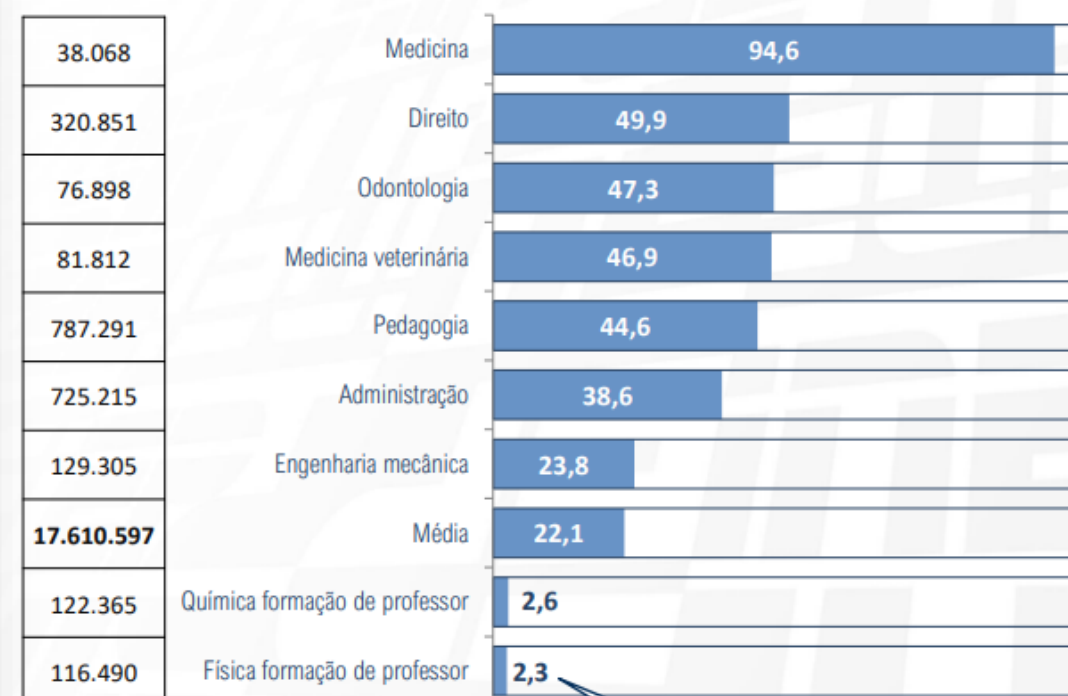
### Vagas



6.032

## Privada

### Vagas

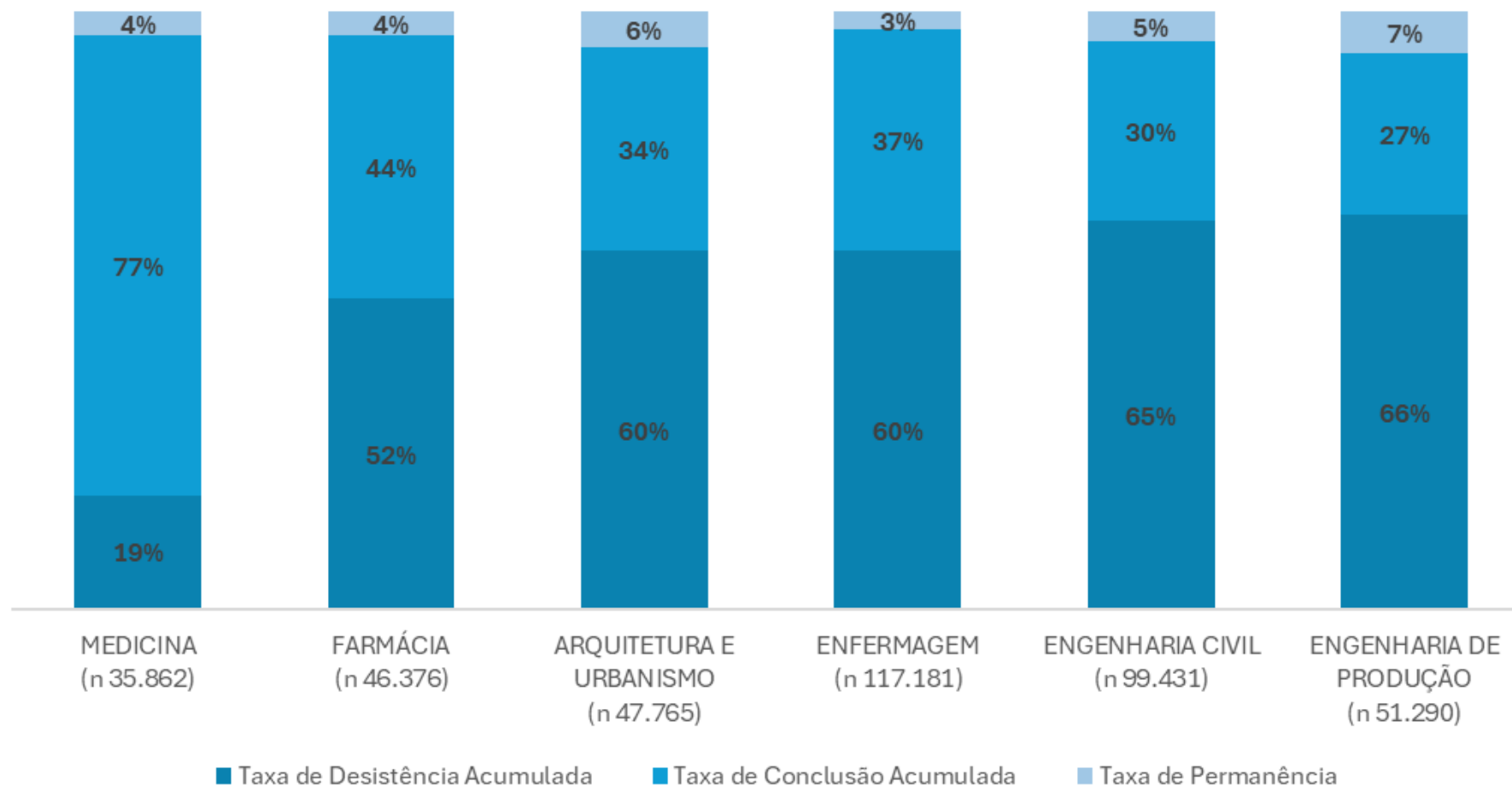


2.679

# Indicadores de Fluxo da Educação Superior

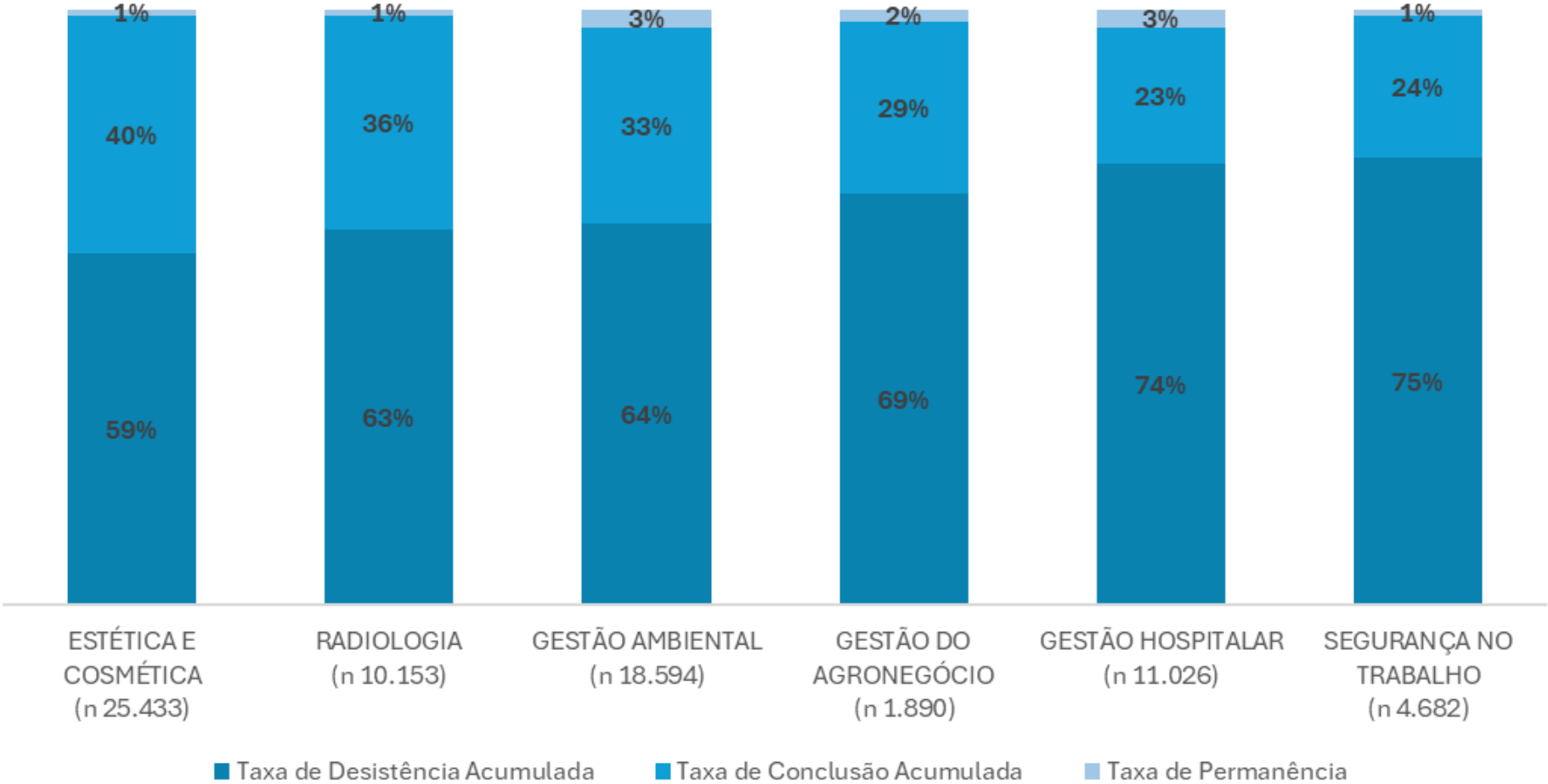
## Coorte 2017-2023 | Bacharelados

Fonte: Censo da Educação Superior | Inep



# Indicadores de Fluxo da Educação Superior Coorte 2017-2023 | Tecnológicos

Fonte: Censo da Educação Superior | Inep

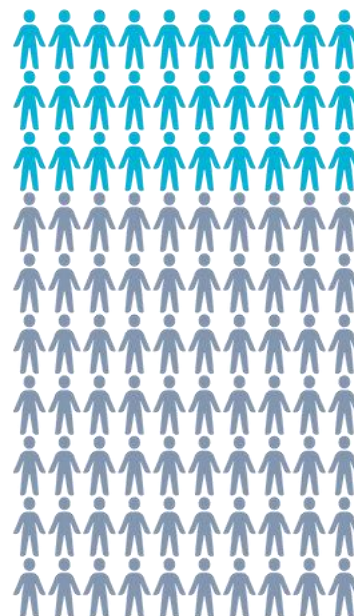


# Estatísticas dos cursos das áreas avaliadas | Enade 2023

## BACHARELADO

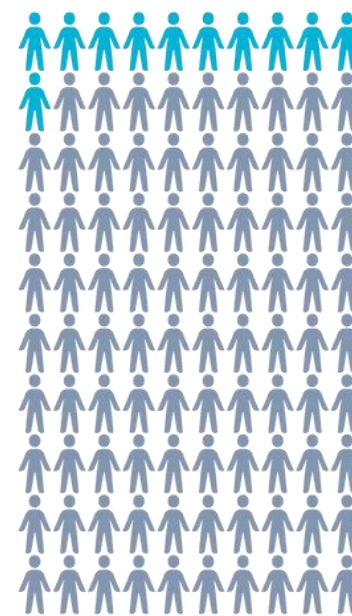


**2.829.202**  
**Vagas**



**842.280**  
**Ingressantes**

30% das vagas ofertadas



**328.449**  
**Concluintes\***

39% dos ingressantes  
11% das vagas ofertadas

\* Os concluintes de 2023 não são um subconjunto das vagas de 2023.

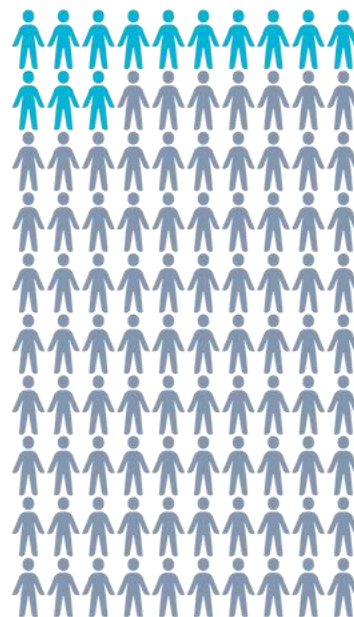


# Estatísticas dos cursos das áreas avaliadas | Enade 2023

## TECNOLÓGICOS

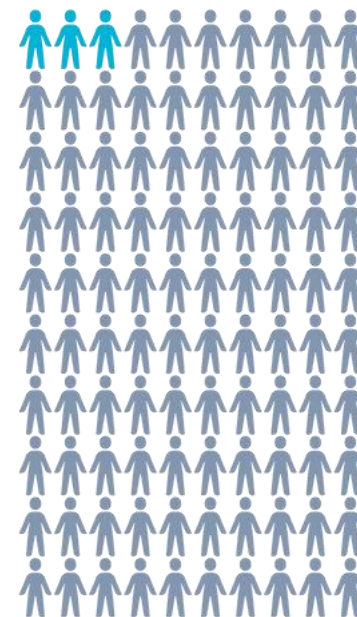


**983.593**  
**Vagas**



**124.144**  
**Ingressantes**

13% das vagas ofertadas



**25.733**  
**Concluintes\***

21% dos ingressantes  
3% das vagas ofertadas

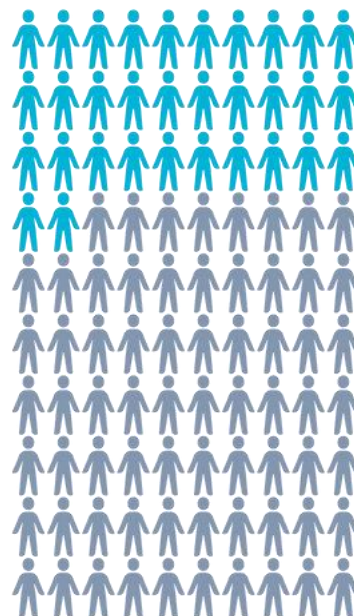
\* Os concluintes de 2023 não são um subconjunto das vagas de 2023.

# Estatísticas dos cursos das áreas avaliadas | Enade 2023

## PRESENCIAL

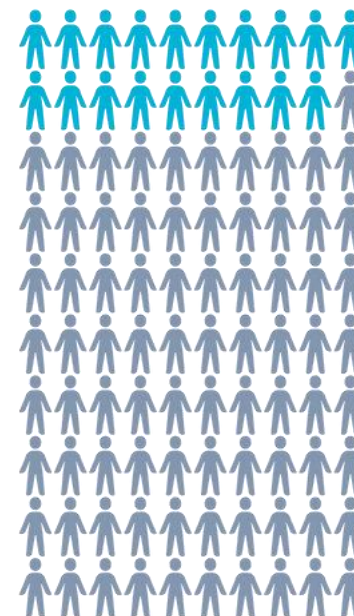


**1.624.866**  
**Vagas**



**520.151**  
**Ingressantes**

32% das vagas ofertadas



**302.879**  
**Concluintes\***

58% dos ingressantes  
19% das vagas ofertadas

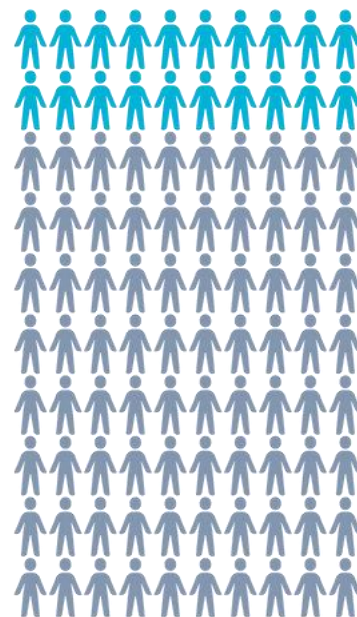
\* Os concluintes de 2023 não são um subconjunto das vagas de 2023.

# Estatísticas dos cursos das áreas avaliadas | Enade 2023

EAD

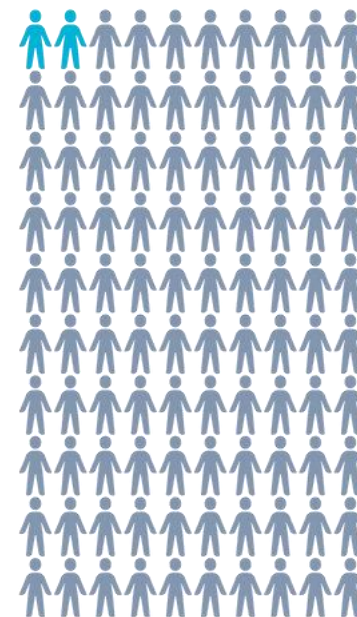


**2.187.929**  
**Vagas**



**446.273**  
**Ingressantes**

20% das vagas ofertadas



**51.303**  
**Concluintes\***

11% dos ingressantes  
2% das vagas ofertadas

\* Os concluintes de 2023 não são um subconjunto das vagas de 2023.

# HE for all: revisiting some assumptions



*The demand for HE is higher than the spots available*



*There are not sufficient resources to secure these spots, either from public or from private resources.*



With the expansion of higher education in the last 20 years, we find that almost 80% of enrolment are in private institutions, whereas the more prestigious institutions, which are publicly funded and free of cost, hold about 20% of enrolment.



In both types of institutions, however, recruitment is low and drop out rates are high (over 50% overall), which brings the unusual and counter-intuitive situation of there being more spots available than incoming students, even in public institutions.

# HE for all? A few questions

- In Brazil, though 80% of the enrolment is private, there is a strong public system, with idle spots.
- Most of the students in the public system come from a wealthier socioeconomic background than those in private HEI.
- What makes students, especially less privileged ones, prefer to pay private tuition for less prestigious institutions?
- What explains this lack of attraction and retention in Brazilian HE in general, and in the public sector in particular?
- What can be done to revert it?



# Democratizing HE - Conceptual Framework

## Jane Roland Martin

- Ideal of the educated person
- Equality of Access vs Equality of Outcomes
- Separations bequeathed to us by Plato”

## Iris Marion Young

- Logic of identity vs. Social Groups
- Common good vs. Politics of Difference
- Autonomy vs. Empowerment



Education for all:  
Who is everyone?

INEP

MINISTÉRIO DA  
EDUCAÇÃO

GOVERNO FEDERAL  
**BRASIL**  
UNIÃO E RECONSTRUÇÃO

# Jane Roland Martin: The ideal of a liberally educated person

“The liberally educated person will be provided with knowledge about others, but will not be taught to care about their welfare nor to act kindly toward them. That person will be given some understanding of society, but will not be taught to feel its injustices or even to be concerned over its fate. The liberally educated person will be an ivory tower person – one who can reason but who has no desire to solve real problems in the real world – or else a technical person who likes to solve real problems but does not care about the solutions’ consequences for real people and for the earth itself.” (Martin, 1985/2001, p. 71)

# Jane Roland Martin: 3 Aspects of exclusion

---

1. Denial of access: Who has been denied entry into HE?



---

2. Rejection of attributes: Whose attributes have been seen negatively in HE?

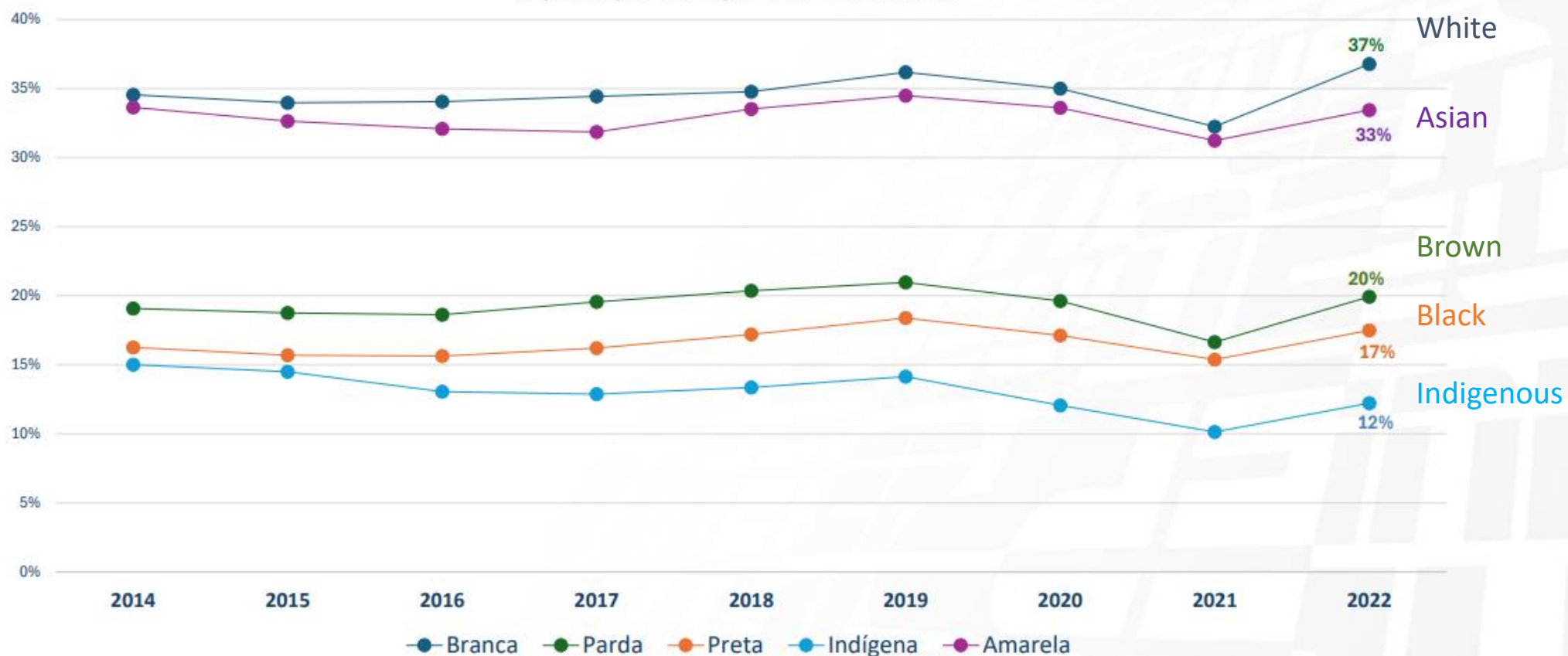


---

3. Invisibility/invisibilisation of role models: Whose accomplishments have remained invisible in HE?



Gráfico 11. Percentual de concluintes de ensino médio no ano t que no ano t+1 ingressou na educação superior, por cor-raça – Brasil 2014-2022



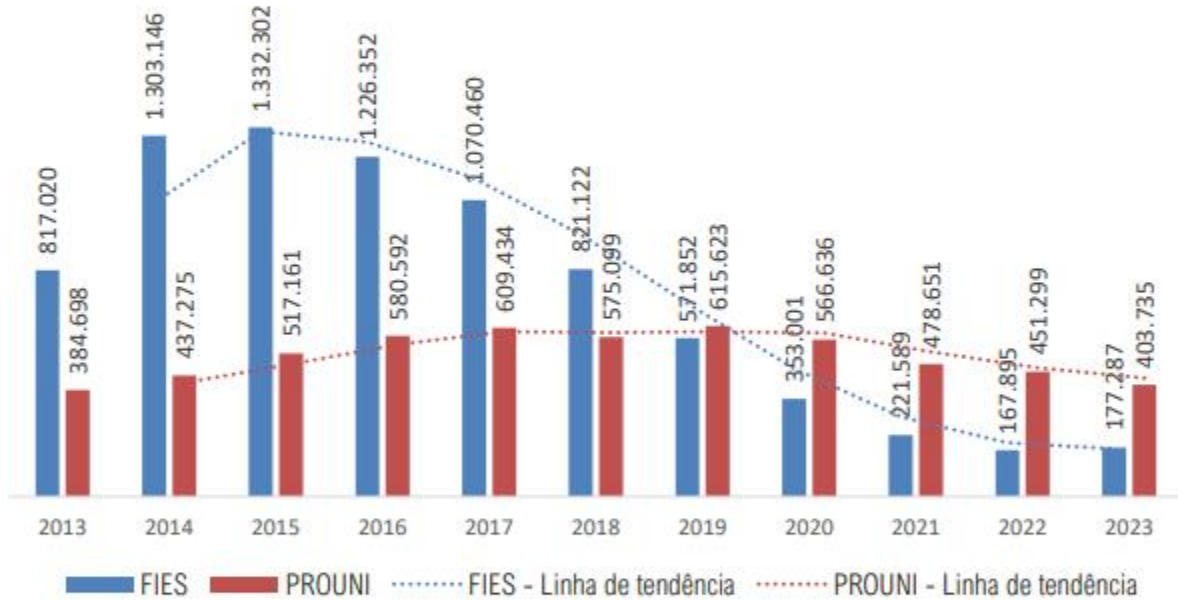


# HE in Brazil - case study selection

A few Brazilian initiatives:

- FIES – Federal student loans for attendance in private HEI (FIES) – created in 1999
- Federal bursaries for attendance in private HEI (ProUni) – created in 2004
- Quota law for access to public federal HEI – created in 2012, modified in 2023.

Gráfico 43. Número de alunos matriculados na rede privada de educação superior que possuem FIES ou Prouni – Brasil 2013-2023



Brasil 2023



Tabela 4. Os 20 cursos com mais beneficiários - 2023

Área do Curso - Cine Rótulo	Grau Acadêmico	Total de Matrículas	Frequência
Direito	Bacharelado	33.961	19,2%
Odontologia	Bacharelado	24.361	13,7%
Enfermagem	Bacharelado	19.663	11,1%
Medicina	Bacharelado	16.112	9,1%
Psicologia	Bacharelado	15.088	8,5%
Medicina veterinária	Bacharelado	9.970	5,6%
Fisioterapia	Bacharelado	9.847	5,6%
Farmácia	Bacharelado	7.314	4,1%
Engenharia civil	Bacharelado	4.441	2,5%
Arquitetura e urbanismo	Bacharelado	4.425	2,5%
Biomedicina	Bacharelado	3.887	2,2%
Administração	Bacharelado	3.719	2,1%
Nutrição	Bacharelado	3.046	1,7%
Engenharia mecânica	Bacharelado	1.957	1,1%
Agronomia	Bacharelado	1.887	1,1%
Sistemas de informação	Bacharelado	1.591	0,9%
Contabilidade	Bacharelado	1.500	0,8%
Ciência da computação	Bacharelado	1.407	0,8%
Engenharia elétrica	Bacharelado	1.387	0,8%
Educação física	Bacharelado	1.341	0,8%

94%

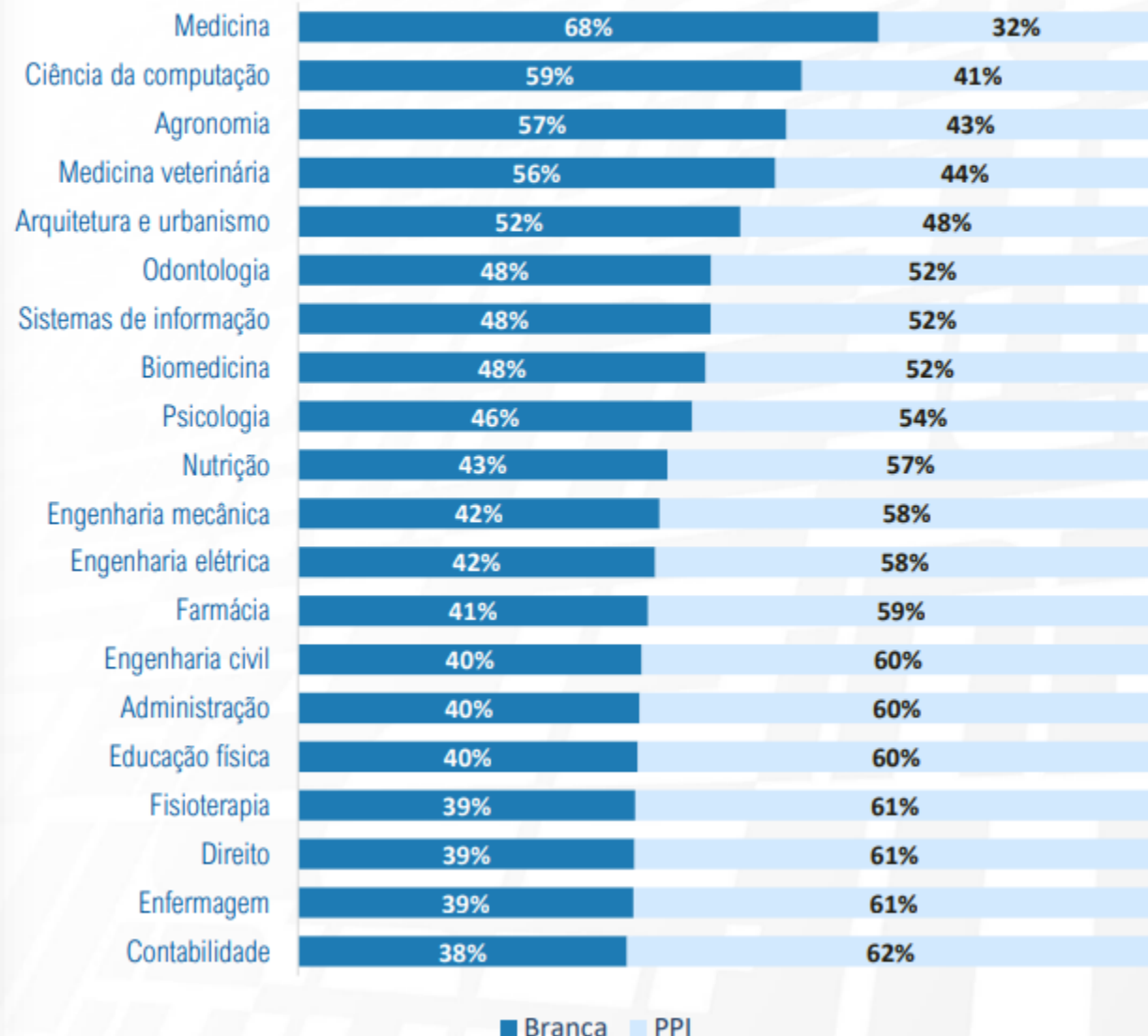


Gráfico 59. Evolução dos indicadores de trajetória dos estudantes no curso de ingresso em 2014. Estudantes da **rede privada** com e sem **FIES** – Brasil 2014-2023

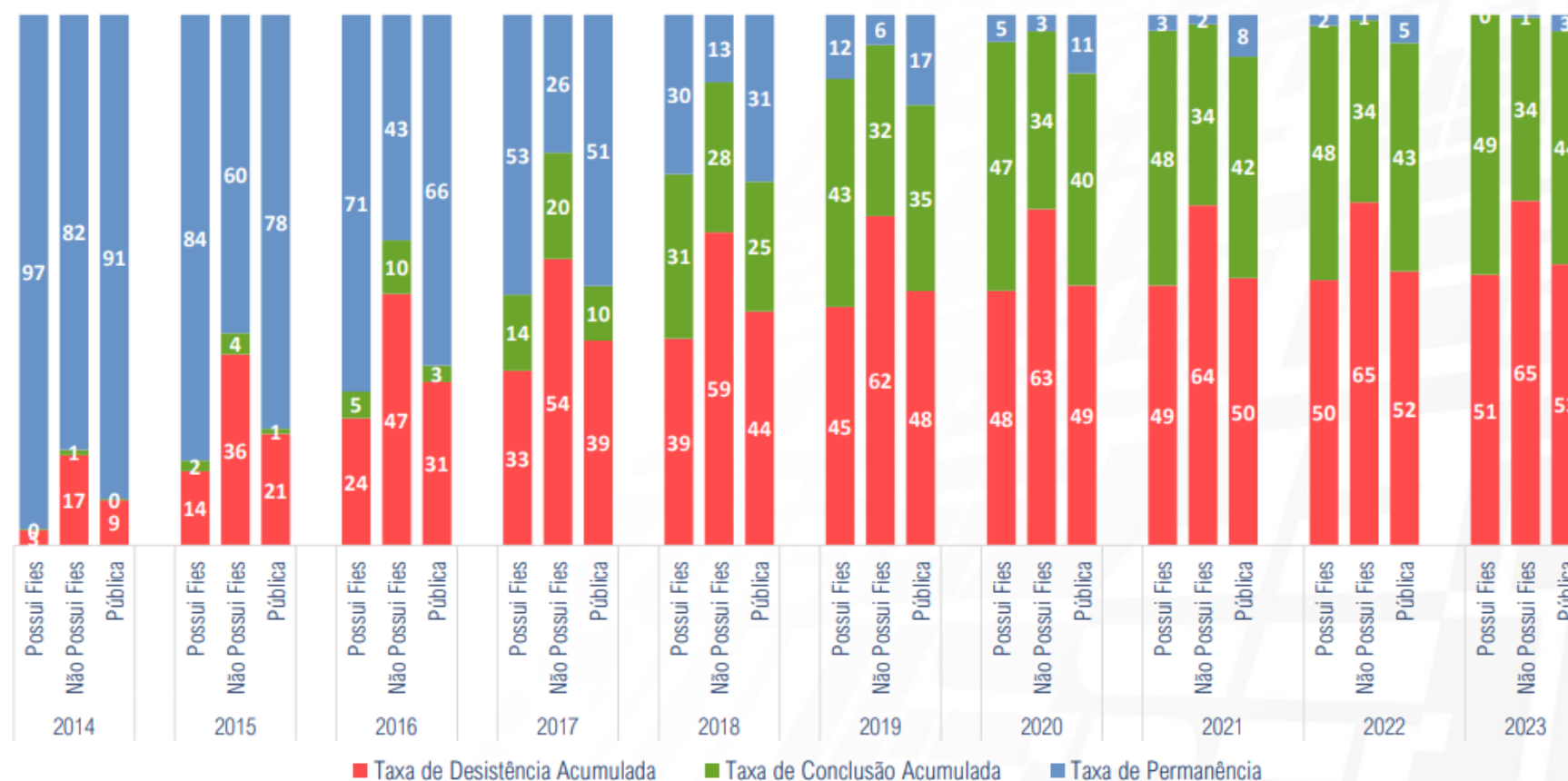


Tabela 5.a. Os 20 cursos com mais beneficiários - 2023

Área do Curso - Cine Rótulo	Grau Acadêmico	Total de Matrículas	Frequência
Direito	Bacharelado	47.925	11,9%
Administração	Bacharelado	33.467	8,3%
Enfermagem	Bacharelado	27.009	6,7%
Psicologia	Bacharelado	25.588	6,3%
Pedagogia	Licenciatura	24.935	6,2%
Contabilidade	Bacharelado	17.605	4,4%
Fisioterapia	Bacharelado	14.477	3,6%
Sistemas de informação	Bacharelado	12.876	3,2%
Farmácia	Bacharelado	12.091	3,0%
Odontologia	Bacharelado	11.729	2,9%
Medicina	Bacharelado	11.082	2,7%
Engenharia civil	Bacharelado	10.595	2,6%
Educação física	Bacharelado	10.584	2,6%
Biomedicina	Bacharelado	10.408	2,6%
Nutrição	Bacharelado	9.960	2,5%
Medicina veterinária	Bacharelado	9.954	2,5%
Arquitetura e urbanismo	Bacharelado	9.346	2,3%
Engenharia de produção	Bacharelado	6.069	1,5%
Gestão de pessoas	Bacharelado	5.877	1,5%
Engenharia mecânica	Bacharelado	5.646	1,4%

79%

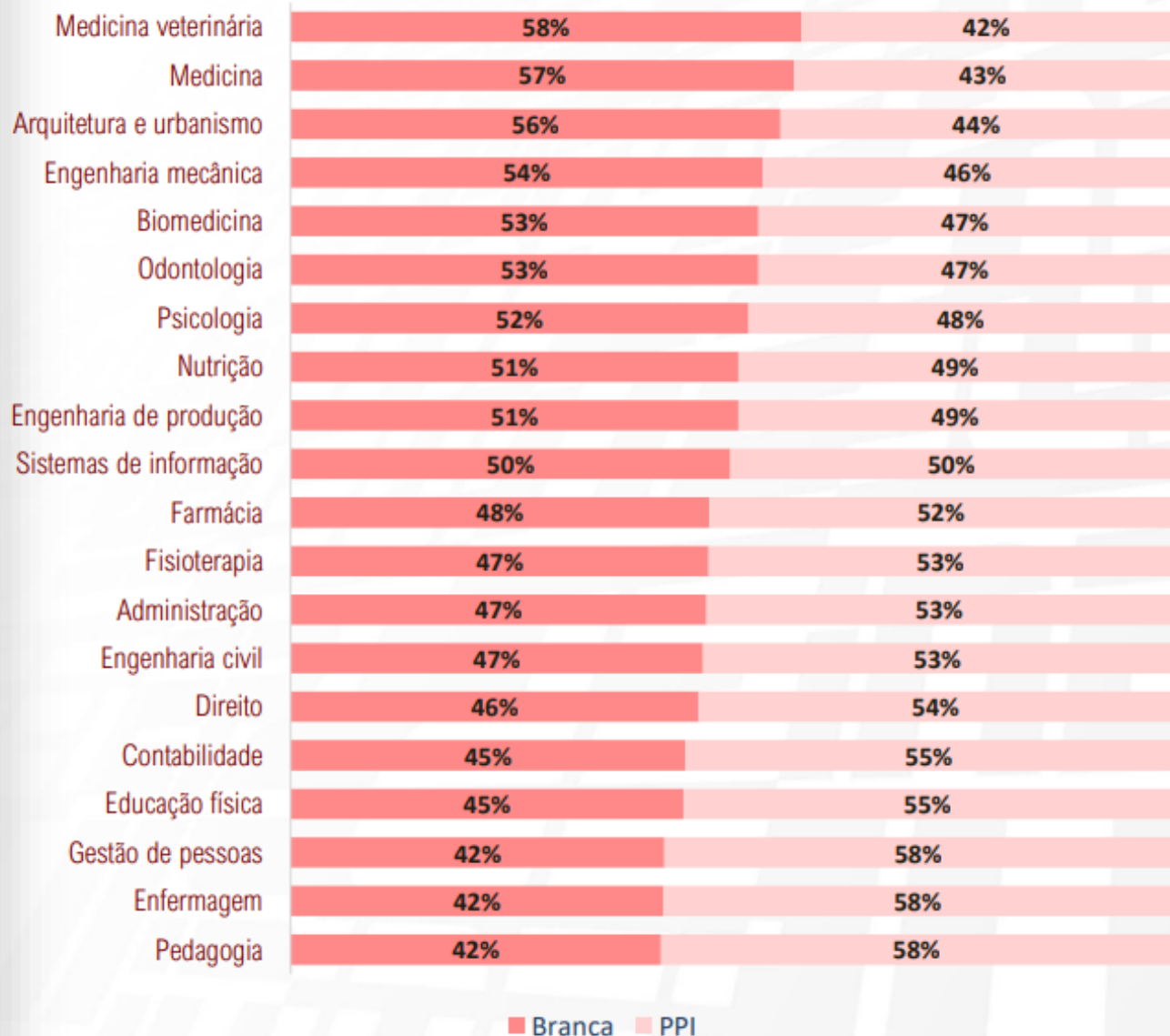
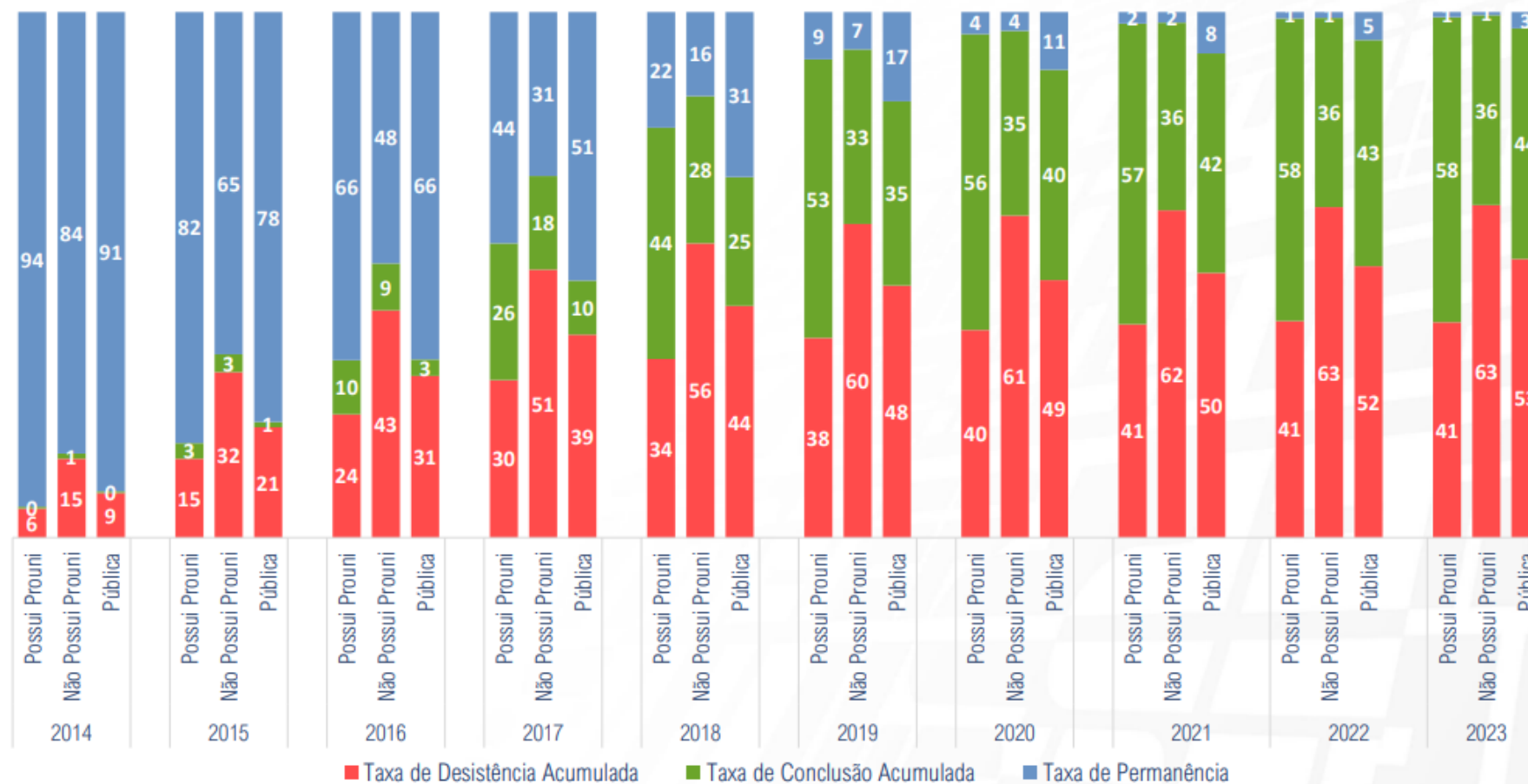




Gráfico 60. Evolução dos indicadores de trajetória dos estudantes no curso de ingresso em 2014. Estudantes da **rede privada** com e sem **Prouni** – Brasil 2014-2023



## General score 2021 a 2022 10 largest programmes

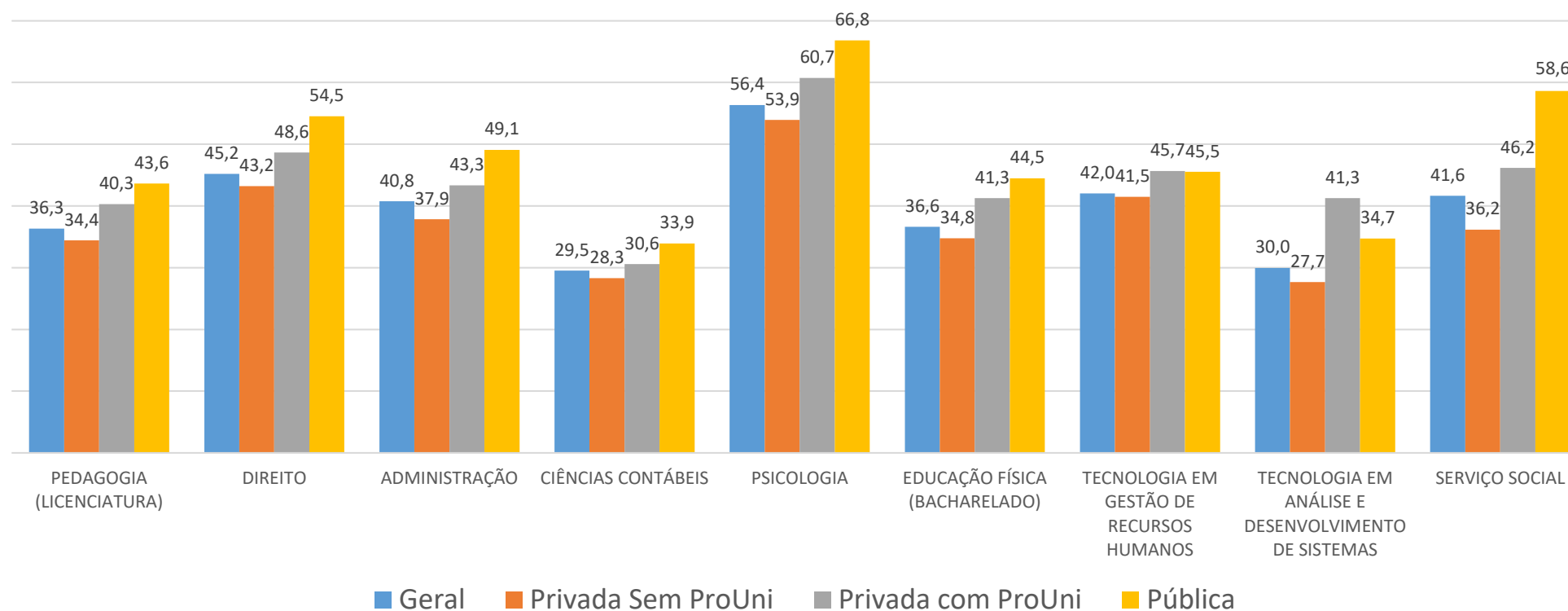


Gráfico 40. Número de ingressantes em cursos de graduação na rede federal – Brasil 2013-2023



Gráfico 41. Número de ingressantes em cursos de graduação na rede federal por tipo de programa de reserva de vagas\* – Brasil 2023

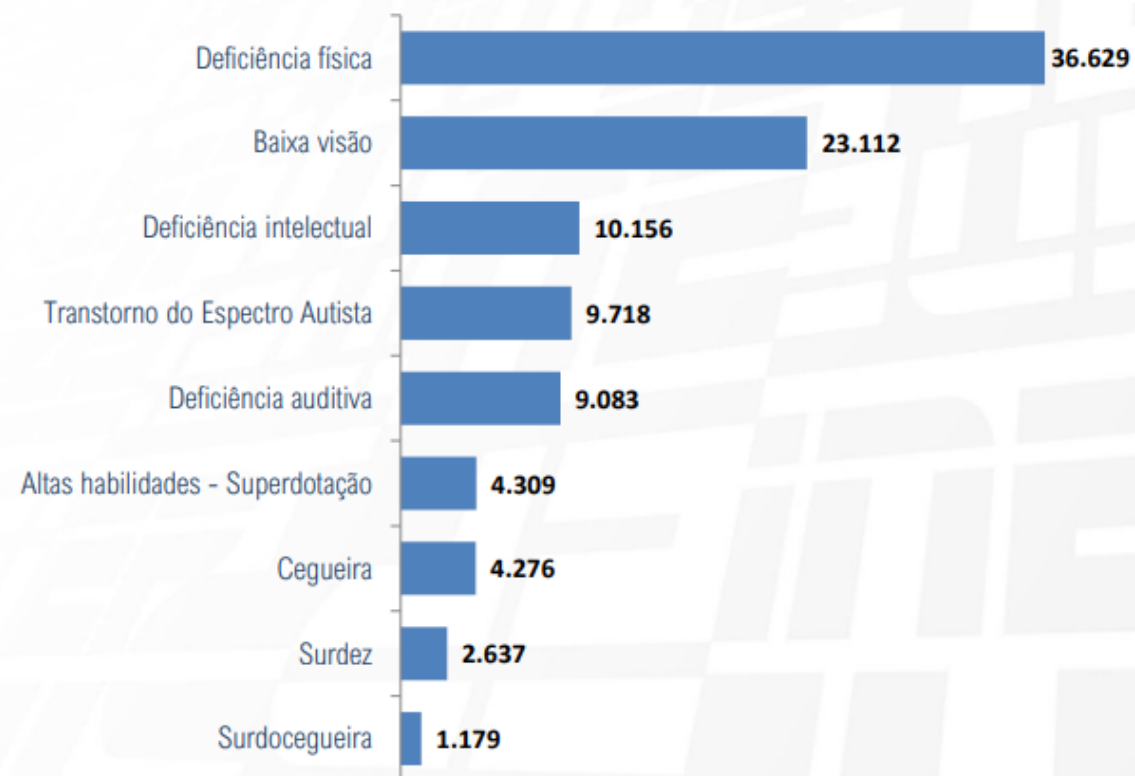


\* Nota: Um mesmo estudante pode ingressar por mais de um tipo de reserva de vagas

**Tabela 7. Número de matrículas em cursos de graduação de alunos com deficiência, transtornos globais do desenvolvimento ou altas habilidades/superdotação – Brasil 2013-2023**

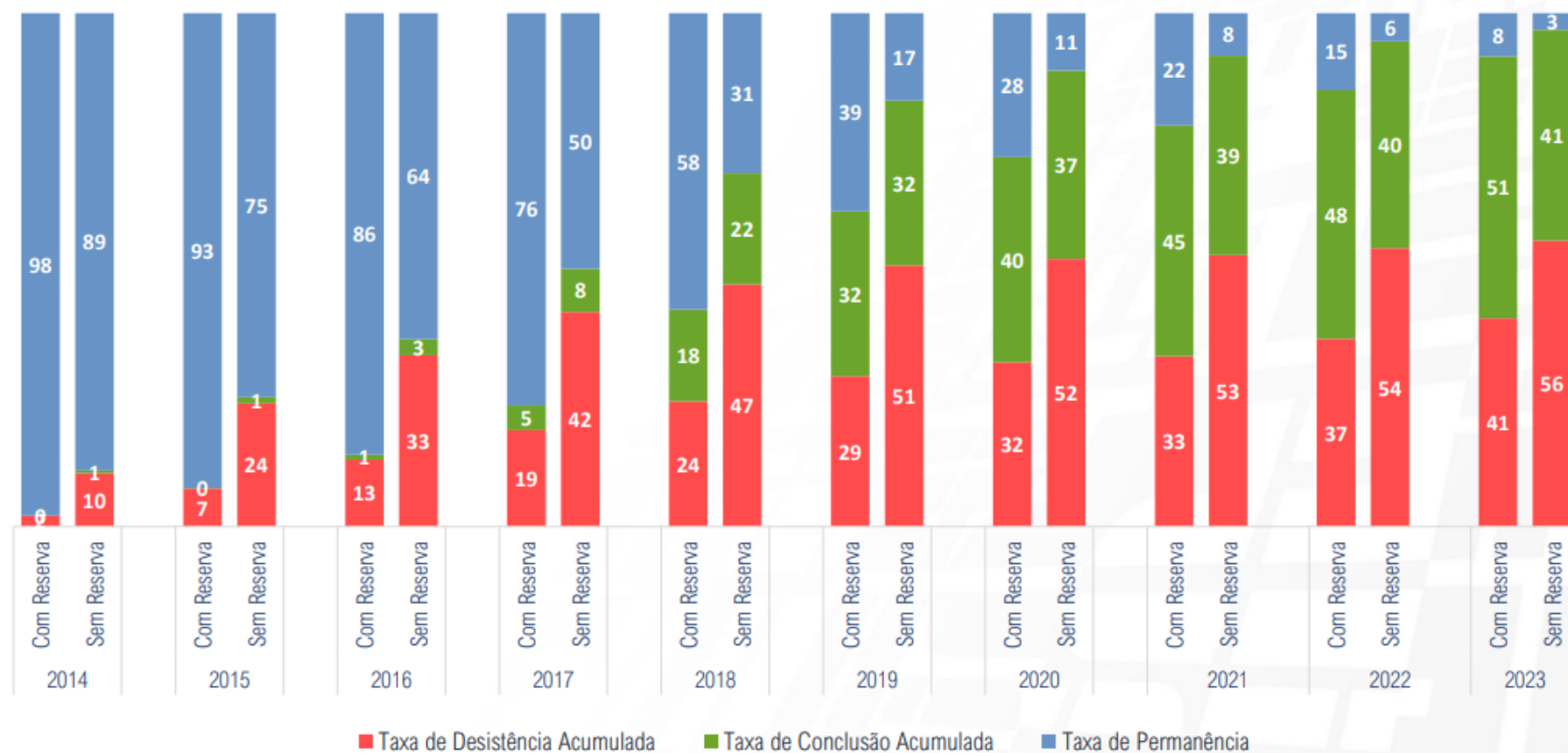
Ano	Número de Matrículas de Alunos com Deficiência, Transtornos Globais do Desenvolvimento ou Altas Habilidades/Superdotação	Percentual em Relação ao Total de Matrículas em Cursos de Graduação
2013	29.034	0,4%
2014	33.377	0,4%
2015	37.927	0,5%
2016	35.891	0,4%
2017	38.272	0,5%
2018	43.633	0,5%
2019	48.520	0,6%
2020	55.829	0,6%
2021	63.404	0,7%
2022	79.262	0,8%
2023	92.756	0,9%

**Gráfico 54. Número de matrículas em cursos de graduação de alunos com deficiência, transtornos globais do desenvolvimento ou altas habilidades/superdotação, por tipo de deficiência – Brasil 2023**



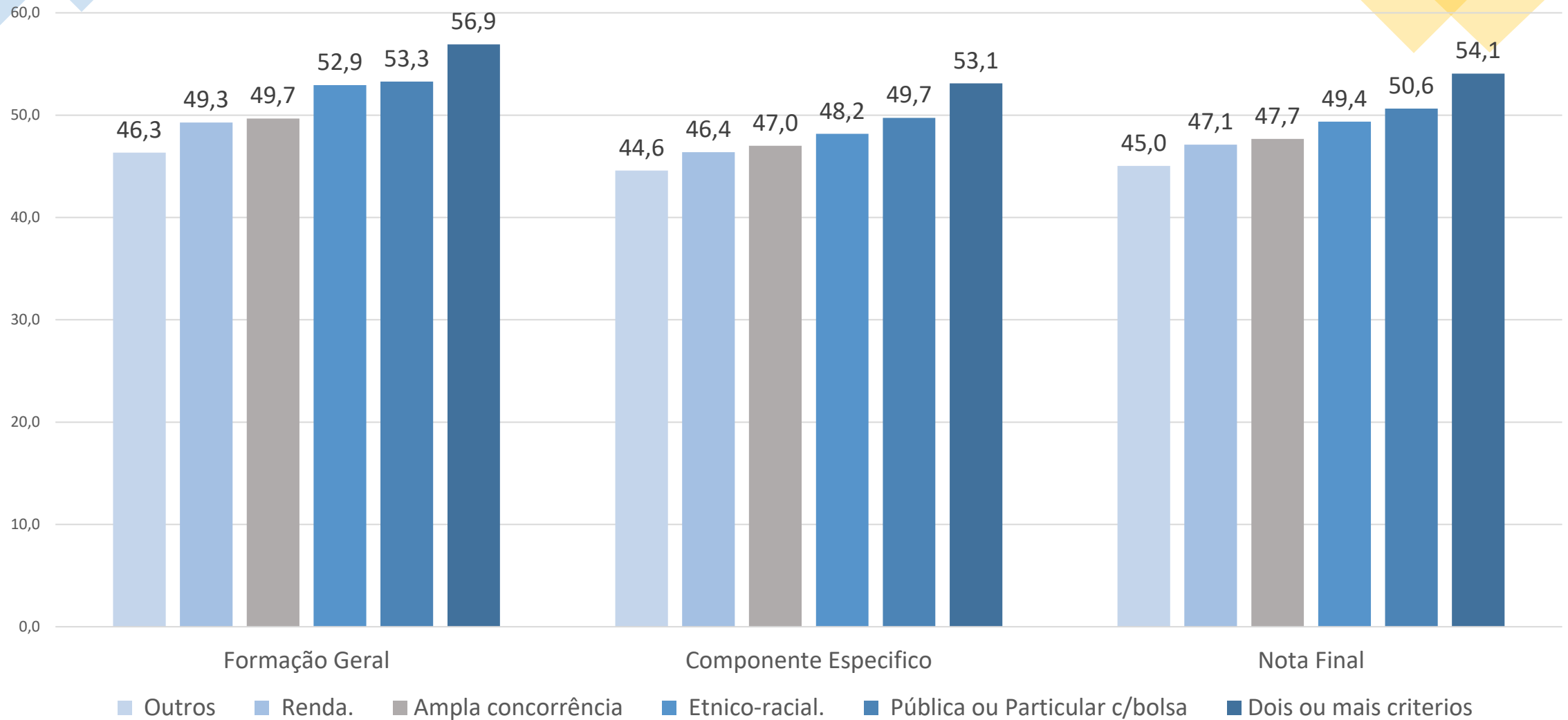
Nota: Um mesmo aluno matriculado pode ter mais de um tipo de deficiência, transtornos globais do desenvolvimento ou altas habilidades/superdotação

Gráfico 58. Evolução dos indicadores de trajetória dos estudantes no curso de ingresso em 2014, por condição de reserva de vaga de ingresso na **rede federal** – Brasil 2014-2023





Enade 2023 Score - by type of reserve



# HE for everyone – case studies summary

## Case Summary:

- Quota law for access and ProUni: Increased access, but not retention. Structural racism still present, and more prestigious programmes still mainly white (Mendes; Harden-Wolfson)
- Scholarships and Loans for private institutions: seems to get good results, but decreasing.
  - Better results in completion rates
  - Better results in grades in standardized tests.

## In any case:

- Drop out rates and idle spots in both still high
- Odd to think of private institutions for public good, where there are spots in public institutions.
- So the question is: what does it mean, and how can we democratize HE?
  - How can we attract and retain HE students?
  - How can we make them feel like they belong?

# Iris Marion Young: Politics of Difference

Logic of identity vs social groups

Common good vs. Politics of difference

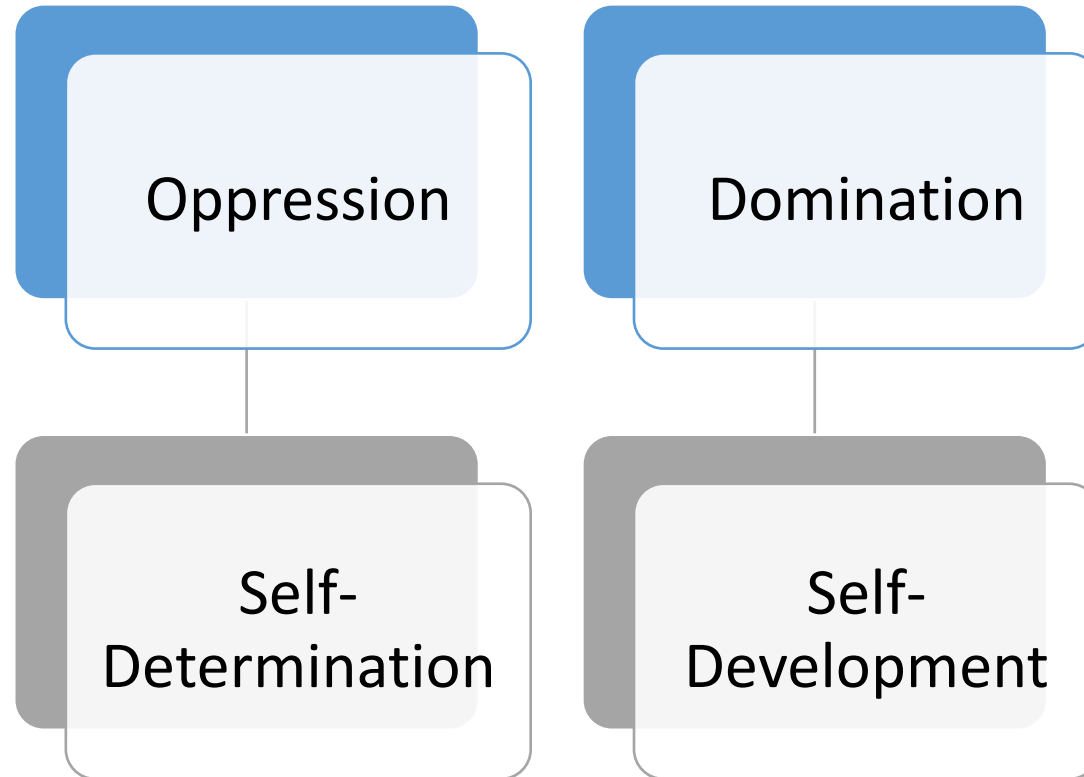
Autonomy vs. Empowerment

# Young on equal opportunity and visibility

“Educators mistakenly believe they have produced equal educational opportunity when no one is barred from following a course of study because of race and gender, and when in principle all students follow the same curriculum and are measured according to the same standards.” (Young, 1990, p. 206)

“Even when they do not actively reinforce gender and racial stereotyping, schools generally do very little to confront cultural images of appropriate pursuits for girls and boys, or to make visible the achievements of women and people of color.” (Young, 1990, p. 206-207)

# Young: Key relational concepts





## Young: Logic of identity vs. social groups

“If in their zeal to affirm a positive meaning of group specificity people seek or try to enforce a strong sense of mutual identification, they are likely to reproduce exclusion similar to those they confront. Those affirming the specificity of a group affinity should at the same time recognize and affirm the group and individual differences within the group.” (Young, 1990, p. 236)

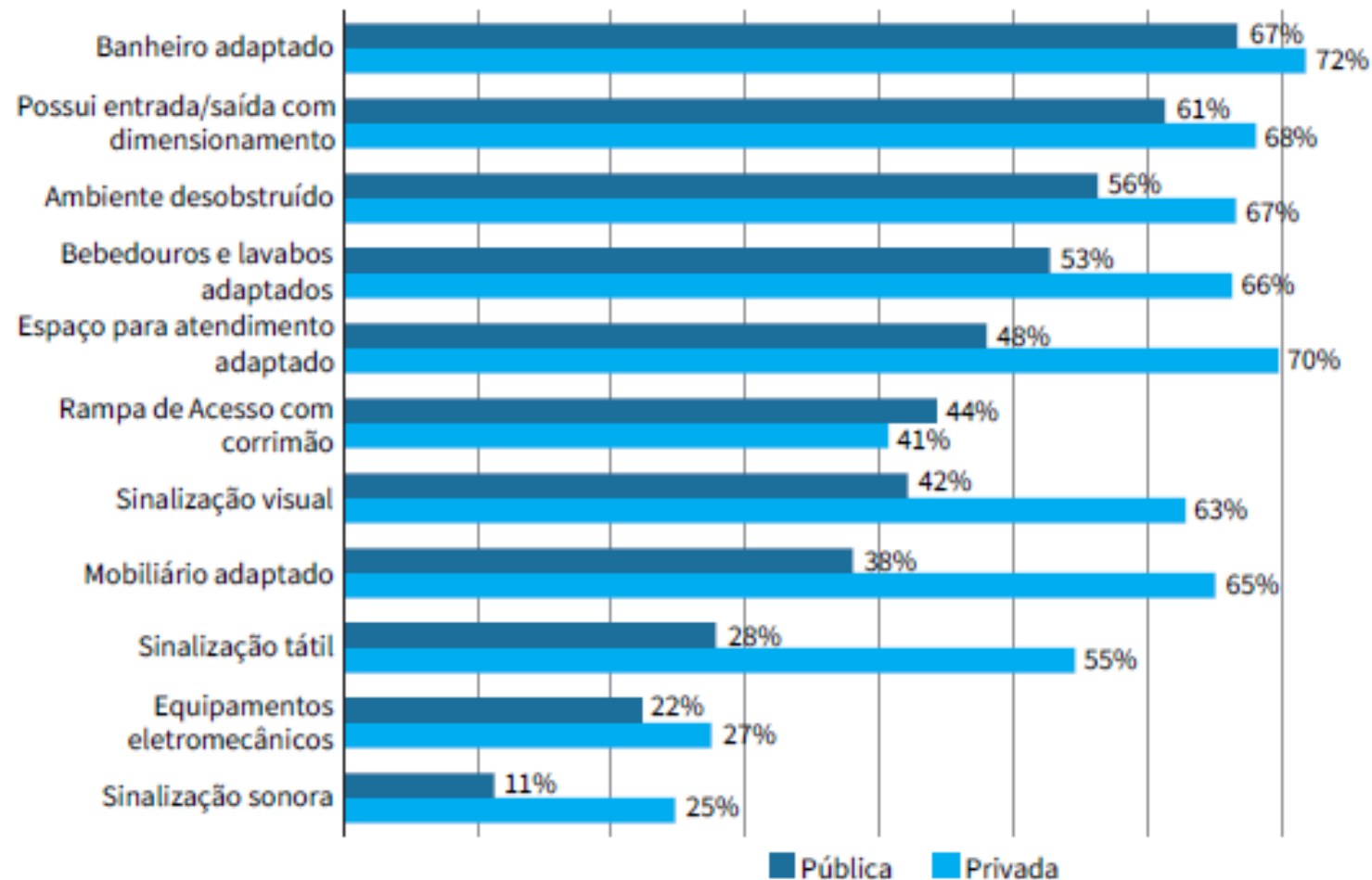
# Young: Logic of identity vs. social groups

“[T]he ideal of the just society as eliminating group differences is both unrealistic and undesirable. Instead, justice in a group-differentiated society demands social equality of groups, and mutual recognition and affirmation of group differences. Attending to group-specific needs and providing for group representation both promotes that social equality and provides the recognition that undermines cultural imperialism.”  
(Young, 1990, p. 191)

# Young: Disability as paradigmatic

“I suggest that we can learn much about social justice generally as concerning issues of structural inequality, normatization, and stigmatization, if we decide to make disability paradigmatic of structural injustice, instead of considering it exceptional.” (Young, 2007, p. 65)

“The opportunities of people with disabilities can be made equal only if others specifically notice their differences, cease regarding them as unwanted deviance from accepted norms and unacceptable costs to efficient operations, and take affirmative measures to accommodate the specific capacities of individuals so that they can function, as all of us should be able to, at their best and with dignity.” (Young, 2007, p. 67)



**GRÁFICO 40**

**PERCENTUAL DO NÚMERO DE LOCAIS DE OFERTA QUE POSSUEM ALGUM TIPO DE ACESSIBILIDADE ARQUITETÔNICA OU FÍSICA – BRASIL – 2023**

# Young: Common Good vs. Politics of Difference

“To the degree that a society is in fact differentiated by structural relations of privilege and disadvantage, claims that everyone in the society has some common interests or a common good must be subject to deep scrutiny, and can only be validated by critical discussion that specifically attends to the differentiated social positions.” (Young, 2002, p. 109)

She suggests instead development of a community of unassimilated strangers who share space and resources (Young, 1990, ch. 8), “a heterogeneous public engaged in transforming institutions to make them more effective in solving shared problems justly.” (Young, 2002, p. 12)



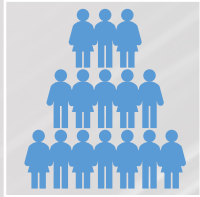
# Young on autonomy:

“An agent, whether individual or collective, is autonomous to the degree that it has sole and final authority to decide on specific issues and actions and no other agent has the right to interfere” (Young, 1990, p. 249).

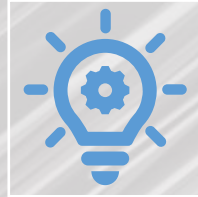
”

“

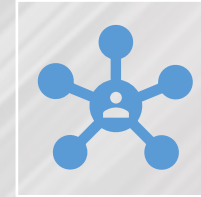
# Young on Autonomy vs. Empowerment



Autonomy is an atomistic ideal, it minimizes how people's actions affect each others'. Empowerment retrieves the importance of relations, emphasizing how everyone's rights to self-development and self-determination shape and are shaped by everyone else's same rights to self-development and self-determination.



Moreover, empowerment averts positivism in that it entails dynamic work in progress. Inasmuch as it allows for unique original solutions to be developed, catering to the specificities of each community, it also averts sameness

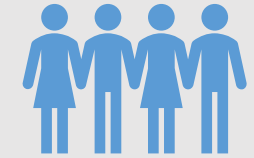


. Unlike autonomy, however, these unique solutions are not conceptualized as a right of each individual agent -- student, faculty, staff, policy maker or community to do whatever they. On the contrary, because the concept of group is multiple and cross-cutting, communities too overlap with other communities in a variety of ways, in relations of interdependence.

# Young on Autonomy vs. Empowerment



Unlike autonomy, empowerment is fundamentally relational. It thus counteracts the alienation brought about by the logic of identity and distribution. Instead of a community of shared ends, empowerment implies the being together of unassimilated strangers who share space, activities and resources (Young, 1990, ch. 8).



What is at stake in many of these conflicts is not simply freedom of expression and association, but substantively equal opportunity for individuals from marginalized groups to develop and exercise their capacities, and to have meaningful voice in the governance of the institutions whose rules and policies condition their lives. (Young, 2007, p. 82)

$$A_{sx} = A_{sy} = K_r \frac{M_d}{d} = 23,1988 \frac{3}{3}$$

$$A_{sx} = A_{sy} = 0,5 \text{ cm}^2/\text{mm}$$

7.2 - Armadura mínima e momento mínimo

$$A_{s,\min} = 0,01 \cdot 0,15 \cdot b \cdot d$$

↑ Lay. superior

$$A_{s,\min} = 0,01 \cdot 0,15 \cdot 100 \cdot 5$$

$$A_{s,\min} = 0,075 \text{ cm}^2/\text{mm}$$

$$K_r = \frac{b d^2}{m d}$$

$$2 \text{ cm} =$$

$$4 - m x = 1,4$$

$$10 \text{ cm}$$



HE for everyone –  
Final Remarks

INEP

MINISTÉRIO DA  
EDUCAÇÃO

GOVERNO FEDERAL  
**BRASIL**  
UNIÃO E RECONSTRUÇÃO



# Democratizing HE

## – Final remarks

“Efforts to overcome these problems, as well as the related ones of poverty and economic scarcity, flounder today under the direction of people who try hard to be rational, objective, autonomous agents, but like Plato’s guardians, do not know how to sustain human relationships or respond directly to human needs. Indeed, they do not even see the value of trying to do so. Of course, it is a mistake to suppose that education alone can solve this world’s problems. Yet if there is to be hope of the continuation of life on earth, let alone a good life for all, as educators we must strive to do more than join mind and body, head and hand, thought and action.” (Martin, 1985, p. 72)



# Democratizing HE – Final remarks



*The demand for HE  
is higher than the  
spots available*



*There are not sufficient  
resources to secure these  
spots, either from public or  
from private resources.*



Offer now higher than demand.  
How can HE attract students  
and be meaningful in their  
different paths in today's  
world?



We see private HE funded by  
the public, through bursaries,  
loans, as well as by the  
students themselves, usually  
from a more disadvantaged  
background, while there are  
idle spots in the free public  
universities, which keep a more  
privileged *habitus*. How can  
resources, spaces, social,  
material and cultural capital be  
shared more fairly, effectively  
and democratically?

# Final Remarks: From University for all to HE for and of the many: diversity, empowerment and belonging

Universal university  
vs.  
HE for/of Many

- From one size-fits-all to plurality of peoples, knowledges, methods, missions
- Access, success and belonging

Democratizing HE  
and belonging:  
from the ivory  
tower back to the  
earth

- Individual good/common good/public good (Marginson)
- Ethically-engaged university (Bosio & Gregorutti)
- Global citizenship education
- Planetary citizenship education

# Access, Success, Belonging – Final remarks

“Social change arises from politics, not philosophy. Ideals are a crucial step in emancipatory politics, however, because they dislodge our assumption that what is given is necessary. They offer standpoints from which to criticize the given, and inspiration for imagining alternatives.” (Young, 1990, p. 256)

Confira o portal **gov.br/inep**  
e siga nossas redes sociais



@inep.oficial



@inep\_oficial



@inepoficial



@inep\_oficial



@inep\_oficial



@inep\_oficial



@Inep\_Oficial



@inep\_oficial

**Fale conosco:** 0800 616161

**Contatos:** (61) 2022 3660

ascom@inep.gov.br

INEP

MINISTÉRIO DA  
EDUCAÇÃO

GOVERNO FEDERAL  
**BRASIL**  
UNIÃO E RECONSTRUÇÃO