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**POSSIBLE
IMPLICATIONS OF
HIGHER EDUCATION
PRIVATIZATION
FOR RESEARCH
EFFECTIVENESS:
REFLECTIONS ON
SOCIAL SERVICE IN THE
STATE OF RONDÔNIA**

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Abstract: The role and performance of the State and multilateral organizations set the tone for the privatization of higher education in Brazil. In this context, the Social Service is not exempt from possible repercussions of privatization in the training and performance of the social worker. Therefore, in a unique way, it is intended to present data on higher education institutions and training in Social Work in the North region and especially a survey carried out with professionals in the State of Rondônia in relation to conducting research in Social Work as a private attribution.

Keywords: Search, Privatization, University education, Social service.

INTRODUCTION

The absence of the State for training in higher education from undergraduate to graduate levels affects all professions, in addition to affecting the advancement of science and local, regional and national development.

Added to this context is the fact that research in the field of Social Work, despite being a private attribution of the social worker, professionals did not assume it as part of daily life and professional practice.

Article 206 of the Federal Constitution of 1988 provides for the inseparable tripod for education, that is, teaching, research and extension. However, the process of privatization of higher education in progress in Brazil since 1980 makes higher education precarious and this process has repercussions on the performance of the social worker, among other elements, in the absence of the practice of research in the professional daily life as recommended by the Law of Regulation of profession (Law n. 8.662/93) and the Curricular Guidelines for the Social Work course.

It is essential to understand the role of the

State and multilateral organizations in the macro-social sphere that set the tone for the privatization of higher education in Brazil. Then, understand the conceptions of Social Work, from the ethical-political project, the Law of Regulation of the profession and the curricular guidelines to understand the possible repercussions of privatization in the formation and performance of the social worker. And in a unique way, to present data on higher education institutions and training in Social Work in the North region and especially a survey carried out with professionals in the State of Rondônia in November 2020.

Therefore, we intend to reflect, based on a critical analysis, about the privatization of higher education in the State of Rondônia, based on data from the survey carried out by Maria Geice de Lima Cordeiro in her dissertation in the Master's Course in Social Work at the Universidade Federal do Pará (2019) and the possible repercussions to equip the social worker for continuous research action in the professional routine with a survey carried out in partnership with CRESS-RO.

Research is a transdisciplinary process that goes beyond professional walls at the same time that research is not an activity that is antagonistic to the intervention of social services, so that the practice does not correspond to a mechanical and intuitive action, but creative and transforming. And for that, quality professional training is essential in view of the teaching, research and extension tripod.

STATE AND PRIVATIZATION OF BRAZILIAN HIGHER EDUCATION

The process of dismantling public higher education in Brazil is part of a global process of financial capitalism implemented mainly through projects of international multilateral

organizations¹ which, among other measures, imposes tough privatization actions, reduction of public spending, reforms of all kinds: social security, labor, purging even more workers to marginalization and lack of social protection.

Brazil does not accept such determinations in a naive way - understanding the State not in isolation, but as a place of exercise of power - but as part of its colonialist, dependent and underdeveloped thinking with drastic consequences for the working class.

And education is no exception to this context. In this sense, understanding the characteristics of the privatization of Brazilian higher education in the last decades of the 20th century and the first decades of the 21st century becomes essential to understand the global context.

The capitalist state is not necessarily the origin of the class struggle, but it is an intrinsic part of it and assumes the role of mediator of class conflicts without overcoming its contradictions. On the contrary, as a privileged locus of the exercise of political-legal-ideological power, it employs greater force against workers in favor of capital.

As a passport to the development that required the expansion of the educational system in the period until 1950

The expansion of the educational system took place at the highest levels of education - as a strategy for training a more specialized

workforce necessary for the modernizing-conservative project - and maintained the dual historical pattern of the Brazilian educational system: the State and the Catholic Church continued to form the new elites, while the State and the business community clamped down on the lower cadres of the socio-occupational hierarchy in the popular segments, in an attempt to incorporate the dominated classes into the educational proposal of capital (PEREIRA, 2008, p. 92).).

The 1960s saw the depletion of populism and the emergence of mobilizations for a National Education. The National Union of Students (UNE) emerged from this period, for the democratization of deliberative bodies in Universities and the creation of vacancies in higher education.

In 1961, the Law of Directives and Bases for National Education (LDB) was approved, in addition to the agreement between the MEC and the National Conference of Bishops of Brazil (CNBB). This entire process of emancipatory education was stopped with the April 1964 coup.

In the post-1970's, the dismantling of the State and, specifically, education as a social policy can be observed, from the sphere of law to the sphere of services. It initiates a counter-reform of the bourgeoisie, which conjectured such an initiative and which affects the Social Service.

1. "It is well known the highly unfavorable diagnosis of the Latin American university carried out by multilateral organizations, such as the World Bank (IBRD) and the Inter-American Development Bank (IDB), which together with the International Monetary Fund (IMF) centralize the most important economic, political and planetary legal. These organizations are part of the nucleus that outlines the political guidelines for the national States, a process that is legitimized by the governments, which participate in the elaboration of the proposals and/or endorse them. From the perspective of funding entities, the portrait of the Latin American university reveals the accelerated deterioration of the quality of teaching and research. The precarious functioning of higher education institutions is patented with the deterioration of physical facilities, lack of resources for books, laboratories and teaching materials. The reduction of resources adds to their inefficient use: the low student/teacher ratio, the duplication of programs, the high dropout and repetition rates and the high proportion of the budget allocated to what are considered "non-educational expenses" (sic), including student assistance: housing, food and other subsidized student services (Bird, 1995). The point of view of the Inter-American Development Bank (IDB) is no different. His reading of higher education is guided by criteria imported from the business world, valid for any type of investment: cost/benefit, effectiveness/ineffectiveness and productivity (IDB, 1996). The focus of criticism is on the public university even though it offers better quality education than private universities. These, governed by business criteria, are taken as the organizational reference" (IAMAMOTO, 2014, p. 435).

But the societal project that had repercussions on the privatization of higher education was created at the end of the 1980s and some ideologies captured or integrated the mass into the counter-reform project, with ideas of solidarity between classes, social responsibility, criticism of socialism, in the recovery of the individualism as a positive value.

The globalization of capital, under the hegemony of finance, has wide and profound repercussions in the sphere of public policies, with its well-known guidelines of focus, decentralization, defunding and regression of the legacy of conquered wage labor rights. It results in the concentration of income, territorial property and power that radicalizes inequalities, restricts formal salaried work, at the same time that indirect and clandestine forms of subordination of work to capital grow exponentially (IAMAMOTO, 2014, p. 433-434).

In these capitalist models, there is a regression of the achievements accumulated in the scope of the political economy of work and of the rights conquered in its scope, as Iamamoto understands, a process that leads to the trivialization of the human, a determining characteristic of the social question.

In the 1990s, Brazilian public higher education witnessed a real scrapping through legal mechanisms that encouraged the expansion of private education. The progressive reduction in the amount of resources for the public university, forced retirement of professors, no new public tenders, freezing of salaries for many years, internal privatization of universities through foundations, limitation of university autonomy as presented by Santos (2010).

As Santos (2010) reminds us, this process from the 1990s does not exclude social work,

since between 1995 and 2002 more than 49 social work courses were created. Linked to the creation of a new course, some questions are asked: low quality courses, in overcrowded classrooms, with poorly paid teachers, compromising the exercise of teaching, research and extension as recommended by the curricular bases for social work.

Sequentially, between 2003 and 2006, 129 new courses were created, 94% of them of a private nature, that is, almost in their entirety, with little chance of achieving the profile of a theoretically, technically, ethically and politically competent professional, as Pereira reminds us. (2008, p. 194).

According to information from the Federal Council of Social Service CFESS, as of July 2007, the country has 70,500 active social workers. This contingent is organized into 24 Regional Councils for Social Service (CRESS), 3 state-based police stations and 21 sub-delegations linked to CRESS, gathered in (CFESS). According to the MEC/INEP database, dated April 2007, for the Social Work area, there are 253 Social Work courses in the country enrolled in higher education institutions (IES), of which 207 are private, corresponding to 82 % of the total and 46 are public, that is, 18%. Of the total of 253 HEIs, 52% are located in universities and 48% in non-university institutions, distributed as follows: 12% in university centers, 33% in colleges and 3% in higher institutes or higher schools (IAMAMOTO, 2008, p. 438)².

It is observed that the 20th century was permeated by responses of this capitalist State to productive demands and the highest educational level - priority and focus on quantity - as a requirement for the formation of a new man adaptable to the pattern of mass production and consumption.

But after all, what would be the main concerns of the Social Service in relation

2. "The exponential growth of vacancies in the Social Work area is strongly stimulated by distance education courses, authorized by the MEC, which began to operate in 2006. While on-site courses offer 70% of vacancies, EAD, in just two years of operation, is already responsible for 30% of the total vacancies offered, concentrated in only 6 courses in the country, of which one does not have information" (IAMAMOTO, 2008, p. 439).

to the privatization of higher education, among others, Iamamoto (2014, p. 436-437) highlights some:

The subordination of education to the accumulation of capital compromises the quality of higher education and its public function, generates the underfunding of public higher education, devalues and disqualifies university teaching in the face of cumulative salary losses and eliminates research and the extension of the main functions of the university.

As can be seen, this process does not only affect the Social Work course, but all professions subjected to the same process, given that education is a fundamental right and a preponderant factor in human, social and even economic development. This process crystallizes the locus of underdevelopment in which Brazil insists on continuing to compromise the quality of life of its population.

Therefore,

The university that defends itself is one that cultivates critical reason and a commitment to universal values, consistent with its public function, not limited and subject to the particular interests of certain classes or fractions of classes; an institution at the service of the community, which incorporates regional and national dilemmas as a matter of academic life, participating in the construction of responses to them within the scope of its specific actions (IAMAMOTO, 2014, p. 432).

Such proposals or paths pointed out by the author may indicate a possible solution when the Brazilian State, as a democracy and the rule of law, is represented, above all, by a population ideologically aware of its class role and the implications of such determinations in its state of access to essential rights.

Therefore, Brazilian state decisions, when they assume the position of complying and imposing in a Prussian way the dictates of multilateral organisms, maintain their role of dependent and underdeveloped, as they

continue to import technology and export primary products, giving up their social function of well-being.

According to Setubal (2013, p. 110).

The university is produced according to the form of production of society. Now, we affirm that professional objectifications through research are verified in an identical way to the way in which man produces his existence. Therefore, we do not have an abstract perception of research, as it is the result of the researcher's objectification, as the subject-author of the production of knowledge cannot be separated from its product and this product cannot be dissociated from the creative act of man.

In the professional field, this context makes higher education more flexible, making both the workers working in the area precarious and the training itself precarious. In Social Work specifically, it is observed that such precariousness has repercussions on the qualified performance of such professionals and on the mythification of research as an extrinsic process when doing professional or relegated to the "chosen few".

RESEARCH IN SOCIAL SERVICE

There are peculiarities of the history of social work that, despite being part of professional history, need to be overcome: the traditional low productivity in research, and social workers must be encouraged to deal with more elaborate processes of scientific investigation.

With the implementation of the new minimum curriculum, from 1982 onwards, the subject Research was enrolled, which after being developed by the different teaching units that had the assistance of ABESS, becomes part of the list of mandatory subjects for social service courses. In the period between 1979-1982, the discussion about the importance of research for social work goes beyond the walls of universities, as the regional and national associations

of the category reflect on the issue. It is a propitious moment for the advancement of research in our area, in view of the vehemence of the recognition of research as a process (SETUBAL, 2013, p. 117).³

The Profession Regulation Law (Law 8.662/93) and the Curricular Guidelines for Social Work courses approved in 1996, based on a broad discussion of the category, guide the essential foundations and nuclei for the training of future social workers⁴. From the critical social theory and in view of the ethical-political project, seeking training that enables social workers to exercise quality in their daily work, and specifically to exercise with expertise the private attribution of research in the field of Social Work.

Both the Law on Regulation of the Profession in its article 5 (private attributions)⁵ provides for the role of the social worker in research on Social Work matters as the Curriculum Guidelines for the Social Work Course foresee that it happens as a specific subject, but is transversal in all disciplines.

[..] complementary activities: consisting of research and extension activities, scientific production, monitored visits, monitoring, participation in meetings, seminars and congresses with presentation of work. The basic training activities aim to give relevance to research and extension activities, affirming the investigative dimension as a training principle and as a central element in professional training and in the relationship between theory and reality (ABEPSS, 1996, s/p).

And as suggested subjects

Research in Social Work: Nature, method and process of knowledge construction:

the theoretical-methodological debate. The elaboration and analysis of socio-economic indicators. Research as a constitutive dimension of the social worker's work and as a subsidy for the production of knowledge about social processes and reconstruction of the object of professional action (ABEPSS, 1996, s/p).

Such propositions of the Brazilian Association of Teaching and Research in Social Work (ABEPSS) deal with the false dichotomy between theory and practice and for this myth to perish, given the professional competence to do so, in addition to the understanding and critical and theoretical support for planning, collecting, analysis and publication of research on Social Work.

It is essential to check that such attribution is not listed only as an attribution, but as an exclusive attribution, unique to the profession, from the theoretical-methodological and ethical-political conceptions of the profession and for the growth and development of the profession, but not only.

To collaborate in the understanding of the subject Setubal (2013, p. 39) conceptualizes Research as a “[..] planned process, enabling the construction of knowledge legitimized, within its temporal provisionality, by academic and institutional means, the latter being the cradle of professional practice”.

With the critical analysis that she performs, the author demonstrates fundamental categories for research in Social Work, such as historicity and the certainty that the answers found/offered in a given historical moment may need/lack new answers according to concrete experiences. and contradictory experiences

3. “As influencing elements, we show that some institutional practices are already taking their first steps in this direction, although it is in the performance of teaching, especially in graduate studies, where research has been presented as a more constant practice.” (SETUBAL, 2013, p. 26)

4. For more details see Yamamoto (2014).

5. According to Law 8.662/93, Art. 5th “The Social Worker's exclusive attributions are: I – to coordinate, elaborate, execute, supervise and evaluate studies, research, plans, programs and projects in the area of Social Work; VIII - direct and coordinate associations, centers, study and research centers in Social Work” (CFESS, 2011).

experienced by subjects in constant change and denial of given situations, historically and geographically.

In addition, the author presents the research stimulating triad, that is, possible determinations that influence the daily realization of research in Social Work “[..] the social determinations, institutional conditionings and concrete conditions of the researcher” (SETUBAL, 2013, p. 155). But she reinforces that “The attentive researcher takes advantage of small opportunities to transform the interests of privileged groups into an activity that apprehends the real and presents it as the interest of subaltern social groups” (SETUBAL, 2013, p. 166).

This way, it clearly indicates that there are objective and subjective factors that affect the daily practice of research, but the social worker connected to the ethical-political project is attentive to the social direction of such a prerogative.

Despite recognizing that, endogenously

The lack of knowledge of the existence of a researcher statute for the profession, even by a large majority of social service professionals, consequently leads to a lack of recognition of our capacity to produce scientific knowledge (SETUBAL, 2013, p. 109).

And, “It is the complexity and breadth with which the social service has treated its objects of investigation, it often forgets to place the social service itself as a concrete practice at the center of its reflections” (SETUBAL, 2013, p. 124-). 125), the global process of privatization of higher education plays a leading role in the training of this professional, mostly clashing with the premises of the Curricular Guidelines.

Daily life must be a factor that facilitates reflection, making the social worker an educator in the intervention, a teleological

creator of his/her professional performance.

Although the impacts of the instituted discourse on professional action and professional action on the new institutional ways of seeing social issues come to constitute elements of the social experiences of the actors acting in the intervention process, we cannot limit them to the institutional/professional context, considering that its implementation takes place in the daily life of the historical subject and is a concrete manifestation of the conjunctures of a given society at the time of the realization of social practice (SETUBAL, 2013, p. 14).

Professional performance is an inexhaustible source of information, which consciously or not, are analyzed daily, however, it is fruitful and recommended to examine it more closely and systematically to unravel not only the immediate, but the context, in the historical, territorial and global moment. the nuances of reality, not imagined, but concrete. This process of unraveling the real requires constant effort and this more accurate investigation is what must support professional decisions, as recommended by Pereira (2005, p. 27).

Training based on the inseparable tripod is seen as essential for the training of social workers. Thus, how to reconcile this training without research or almost without research in higher education? Will other sciences continue to be used within Social Work for professional practice and intervention without this being essentially based on our professional practice?

In addition, such an ongoing process reduces human labor to mere raw material and a factor of added value for capitalism, without taking into account that “[..]⁶ its general objectives are competent and critical training for research and intervention in social reality” (RABELO, 2015, s/p).

6. “With regard to professional training, it must be clear that this is a process that is not limited to guaranteeing intellectual and operational skills to the student body, as it must also aim at the training of social actors.” (PEREIRA, 2005, p. 22).

In this sense, if distance learning⁷ If it is not critically analyzed, for example, an extremely profitable path can be configured for capitalist expansion and the formation of intellectuals necessary for the bourgeois order.

As Pereira (2005, p. 22) warns, the “Brazilian Social Service, which no longer wants to give up trying to interpret reality with the greatest possible rigor in order to act in it in an enlightened way” in order to make possible the advancement of conceptual frameworks already published and that offer concrete answers to reality.

The author warns that

The hypothesis is, therefore, that the professional training of new social workers, trained via distance education, will be radically different from that advocated by the ABEPSS Curricular Guidelines (ABESS/CEDEPSS, 1997), which will completely configure the job market in Social Work and bring complex challenges for the entities of the category” (PEREIRA, 2008, p. 274).

The understanding of the necessary mediations for the critical performance of Social Work is only possible through quality and continuous training, because “Mediations not only indicate the way, but are the way itself, which leads the researcher to qualitatively advance in the development of the object through successive conceptual approximations and logical inferences” (SETUBAL, 2013, p. 75) and are capable of making research a praxis⁸.

A LOOK AT THE NORTH REGION

It is necessary to use more general information to later enter the more specific universe of the present text through data collected through the E-MEC by Maria Geice de Lima Cordeiro in her dissertation in the Master’s Course in Social Work at the Federal University of Pará (2019).) presenting the situation of training in Social Work in the northern region and data from the survey carried out in 2020 in partnership with CRESS-RO with 42 professionals enrolled in CRESS 23rd Region (Rondônia).

As Pereira (2008) pointed out, in the period between 1936 and 1945, in the North Region, only one Social Service School was created by the state initiative, and in the Center-West Region, no social service course was created in the period.

Regarding the geographical location of the social service schools created between 1946 and 1963: 45% in the Southeast Region, Northeast Region with 30%, Central-West and South Region with 10% each and North Region with 5% (PEREIRA, 2008, p. 102). The North Region gained a Social Work course as a result of entrepreneurship, but there was a decline in the supply of courses, which was 7.1% (1930 to 1945) in the military regime.

In that context of internationalization of the economy, there was a distribution of tasks at the higher level of education: (i) the State and the Catholic Church were responsible for the diversification and expansion of vacancies, particularly in the universities of the Southeast Region, for the training of highly specialized personnel focused on for

7. “[...]it is restricted to ‘tutorial’ teaching, not covering the fundamental dimensions of research and extension. let us also consider the lack of proximity of this student to collective movements, such as the student movement” (PEREIRA, 2008, p. 274).

8. “It is only possible to speak of research as an instrument of mediation between subject and object when we see research as a form of praxis, that is, when we realize that the facets of reality apprehended by the researcher in his theoretical elaboration are mediated by the praxis that makes the separation between the critical conscious act and the social relations of which the subject and object are social components of the whole and have particular characteristics of life in general” (SETUBAL, 2013, p. 76). And he warns “Research that considers man, groups or populations, as a simple object of study and whose purpose is only the fulfillment of academic requirements or the satisfaction of the needs of funding agencies, never embodies itself as praxis because its strictly utilitarian sense” (SETUBAL, 2013, p. 186-187).

the monopoly sectors of the economy and for the state apparatus. (ii) in the rest of the country, the Catholic Church and the lay business community were responsible for expanding vacancies in higher education in the private network, mostly in isolated institutions, and with the offer of relatively cheap courses, which required little investment by the institution of teaching, such as those in the area of human sciences (p. 116-117).

This process of producing passive consensus was the progressive depoliticization of the academic space with the expansion of isolated private higher education institutions. Configuring as mere transmitters of education as the aspiration of the middle classes to have a diploma.

The educational legacy of the military regime was the reversal of enrollments from the public to the private sector: public higher education, which in 1962 had approximately 60% of enrollments, had this percentage reduced to 25% in 1984. Still during the military period:

Higher education policy and social policies broadly “[...] which must undergo a process of depoliticization and, at the same time, prepare qualified personnel for the demands of the associated and dependent development model. The doors were then opened for the marketing of higher education, with a clear division of tasks: the State was responsible for creating postgraduate courses in federal public universities from the 1970s onwards, as part of that development project, still with nationalist colors, at the same time that it gradually released itself at the undergraduate level, wearing it down with few resources (SILVA JÚNIOR; SGUISSARDI, 2001); for lay entrepreneurs, undergraduate education was reserved, devoid of the research dimension and located in mostly isolated HEIs, usually with courses in the humanities, which required less investment” (PEREIRA, 2008, p. 120).

Even in this period:

Another characteristic in the process of creating the ESSs [Higher Schools of Social Service] between 1964 and 1985 was the geographic location: in the North region the only course created was by the private sector, and in the Southeast (88.2%) and South regions (75%), the private sector had a strong participation in the creation of CSSs [Social Service Courses]” (PEREIRA, 2008, p. 128).

The Collor period followed the neoliberal primer with aspects of Bonapartism and from 1995 onwards, in the FHC government, it efficiently followed the agenda of neoliberal ideology, with ideology in the “third way” of the center left. The State must not be the promoter of social rights, but encourage dialogue between the government, the market and civil society, social cohesion

The FHC administration proposed the master plan for the reform of the State apparatus with the conceptual creation to carry out the main dogmas of the neoliberal prescription, expand and deepen the privatization process in which the higher level of education is inserted.

MARE’s proposal inserts Universities as non-exclusive activities of the State and sets a precedent for the lack of responsibility of the State, resignification of the concepts of public, private and state.

At the ideo-political level, it was carried out in the formal legal plan and in the daily life of the nation, even though the data on the schooling of the Brazilian population has had a quantitative leap, referring to the quality of this education, there was the permanence of the historic school duality at Elementary level. and Medium aimed at the poorest: the poor public school, private higher education institutions with relatively cheap courses of dubious quality; and the middle and wealthy classes are reserved for quality education in private and public institutions.

In the year 2000, data from the census of

higher education for undergraduate courses in public institutions of higher education accounted for 32.9% and private educational institutions for 67.1%. In the 2002 Census of Higher Education in the private sector, the total number of enrollments was 69.7%.

Surveys in the E-Mec updated until May 2019 according to Cordeiro (2019) indicate that in the North region of Brazil at least 41 private face-to-face institutions were identified that offer higher education courses and 7 public higher education institutions that offer the course of Social Service (the latter located in Pará, Roraima, Amazonas and Tocantins), totaling 48 institutions, of which 42 are active by the MEC.

The precarious and flexible training of Social Work professionals in distance learning institutions or private institutions uncommitted to the quality of professional training makes the labor market (in general, the State is the largest employer of social workers in Brazil) unprepared to understand, analyze and fully meet the users of the sectors in which they work, promoting what Silva (2018) points out as the multilateralization and manualization of professional practice.

It is necessary to question, like Setubal (2013, p. 116) if “The university has more often developed the role of transmitter of knowledge, that is, a simple repeater consumer, often uncritical of imported knowledge for professional training” (SETUBAL, 2013, p. 116).

In addition, the MEC (2019) showed 635 distance education centers with 526 active, therefore, in operation. In Rondônia, 28 cities have distance learning institutions - 3 cities have between 11 and 15 HEIs/EAD -, with only 5 cities with a face-to-face Social Work Course (not all with ongoing classes) and 24 cities do not have any higher education institution.

Therefore, in-person and public higher

education in Social Work represents 1.03% in the North Region, private institutions in the distance modality represent 92.83% of the training of professionals and private face-to-face training represents 6.14%.

In this sense, Iamamoto (2014, p. 441) points out

The fragmentation and massification of university education aimed at adapting it to “flexible market demands” stimulate the reinforcement of ideological mechanisms aimed at submitting professionals to “market norms”, part of the strategy of big capital in containing condensed social and political contradictions on the social issue. The developments involve a process of depoliticization of the category, resulting also from the isolation of the teaching process involved in distance education and the lack of collective student experiences in university life. But the central issue is not exclusively the distance learning modality, which can prove to be an effective technique in different situations if treated with academic quality and intellectual and political direction. Thus, it is not simply a question of a naive refusal of the technology of distance learning, but of understanding it in the set of guidelines for the reform of higher education, led by its own by the logic of privatization and profitability that redirects the directions of the Brazilian university. The stimulus to distance education is an incentive to increase the profitability of educational companies - this is their main objective - to which the quality of teaching and university training is subordinated. This is what allows us to glimpse, as faces of the same process, the precariousness of teaching and professional work.

Iamamoto (2014) already pointed out that São Paulo and Rio Grande do Sul are historically engendered by the numerical superiority of private education, and with the present research we add the North Region and especially the State of Rondônia.

As shown by the data obtained, more than 90% of the professionals trained today in

the region come from precarious training.⁹ that do not carry out the inseparable tripod provided for in the Federal Constitution of 1988 and are unaware of, neglect or fail to achieve institutional effectiveness for the realization of quality training.

In addition, Yamamoto (2014, p. 440-441, emphasis in the original) points out that

The exponential growth of the professional contingent, in the short term, has serious implications for the professional practice and for the work relationships and salary conditions through which it takes place. It is possible to foresee an accelerated growth of unemployment in this area, as the supply of jobs will hardly be able to follow, at the same pace, the growth of the professional contingent, putting pressure on the wage floor, the precariousness of working conditions and increasing job insecurity. The hypothesis that can be raised is that the growth of the professional contingent, at the same time that it increases the profitability in the educational businesses -, a cheap course, aimed predominantly at the female public -, could unfold in the creation of a reserve assistance army. That is, that growth may appear as a resource for qualifying volunteering in reinforcing the call to solidarity as a strategy for obscuring class cleavages and the radicalization of the exploitation of work that founds the prevalence of interest-earning Capital, which masks its relationship with the world of work. The invisibility of work and the naturalization of social relations, disguised in the perspective of social cohesion, are shown to be conservative ideological ingredients in a society that strives for the accelerated reproduction of class inequalities, and coexists with permanent

threats of revolts from subordinate segments.

In this context, the qualitative leap of research as praxis is given when the act of research reaches its significance with the recognition, in principle by the researcher himself, of research as a practical activity by which scientific knowledge is constructed dialectically, by his peers. and the population served.

This allows us to state that research alone does not guarantee social change. Well, it is essential to add to this theoretical activity a critical action, a questioning practice. The solution we see for social work to redefine itself in the current context of the new social and technical division of work is not only to use research to interpret, as Marx and Engels would say, the world in different ways, but what matters is to transform it. it.

The Brazilian university captured and aimed at reproducing foreign content expressed in the structure, organization and validation of scientific knowledge aimed at validating internationally and which does not keep sap in Latin America and Brazil, but reinforces imperialist, colonialist aspects and makes the specialist lose his intellectual curiosity, ends up forming the anti-intellectual academic and this formation favors the bourgeois division of knowledge, as he is not a public intellectual and keeps complicity with the established social order.

In addition, the university has been impelled to form technical staff that offer short-term answers to the immediate needs of the market, legitimizing the current political-

9. Precariousness in several aspects, as pointed out by Yamamoto (2014, p. 449) "The entrepreneurship of professors and researchers, now transformed into fundraisers, submitted to the requirements of funding agencies and the demands of clients who order the services to be provided , in a typical market relationship. The contracting entities begin to benefit not only from the results of research, but also to interfere in the definition of themes and in their processing, giving an immediate and instrumental character to the investigation and production of knowledge. The scientist-researcher becomes a prisoner of his own creative activity and of the result ordered, strange to him, but to whose process he affirms his consent. There is an inversion of the subject/object relationship in the very act of scientific activity - the submission of man to things and the estrangement in relation to his own activity -, which introduces, within the academic production in the public sphere, public alienation , the alienation of the activity and its product to the producer himself".

economic order, seeking active consensus, without overcoming the root of human and social needs.

TOTAL ABSENCE OF THE STATE IN TRAINING IN SOCIAL SERVICE IN RONDÔNIA

Cordeiro (2019) points out that in the North region of Brazil there were at least 41 private face-to-face institutions that offer higher education courses and 7 public higher education institutions that offer the Social Work course (the latter located in Pará, Roraima, Amazonas and Tocantins), totaling 48 institutions, of which 42 are active by the MEC.

In Rondônia, 5 on-site institutions were identified that offer the social service course and all are private, therefore, there is no public institution that offers the stricto sensu undergraduate or graduate course in the State of Rondônia.

In November 2020, a questionnaire with open and closed questions was made available on the CRESS-RO website, seeking to identify factors related to professional training and the elaboration/publication of research on social service.

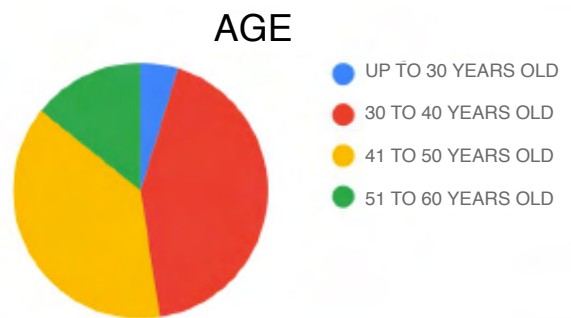
At the time of the research, the situation in CRESS-RO (23rd Region) was as follows.

ENROLLED	3.787
INACTIVE/CANCELED	1.930
ACTIVE	1.857
PAYERS	875
EXEMPT / REDEEMED	153
JURIDICAL PERSON	4
NON COMPLIANTS JURIDICAL PEOPLE	2
COMPLIANTS JURIDICAL PEOPLE	2

Table 1 - Made available by CRESS-RO in November/2020.

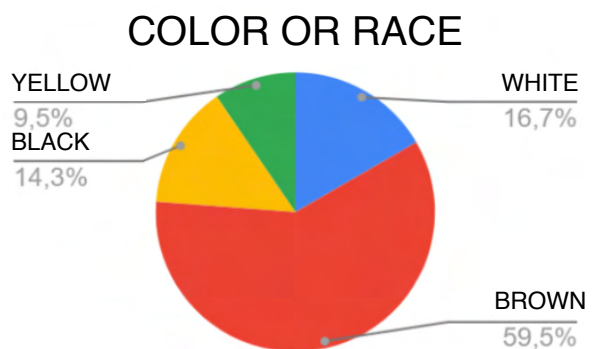
Considering only active professionals (1,857), only 42 (2.2%) responded to the questionnaire available on the CRESS website, which was widely publicized on social networks for professionals to respond to.

Of the total responses, 38 professionals assume to be female and 05 male professionals. On average, 42.9% are between 30 and 40 years old and 38.1% between 41 and 50 - totaling this age group of 20 years with 81% of the professionals surveyed, as specified in graph 1.



Graph 1 - Age. own authorship.

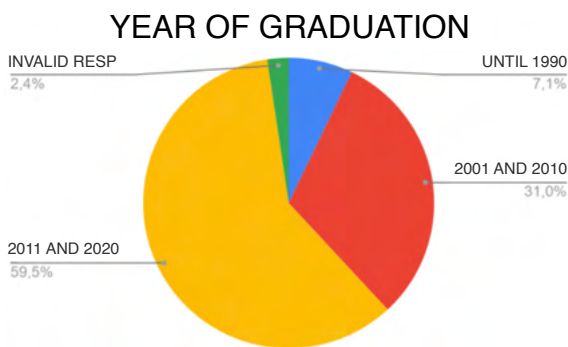
The majority of blacks (blacks and browns) represented by 73.8% of professionals, as shown in graph 2.



Graph 2 - Color or race. own authorship.

Only 7.1% took a degree in social work until 1990, and 90.5% attended a period already considered as critical Social Work, reconceptualized, and 59.5% already had

the new minimum curriculum proposed by ABEPSS, as shown in the chart 3.



Graph 3 - Year of formation. own authorship.

9.5% of the professionals who answered the questionnaire attended the graduation in a public institution and 90.5% in a private institution - being 2 professionals in the Catholic University of Mato Grosso do Sul.

In addition, more than 52% studied in distance learning format - and there was no specific question, the number may be higher because some training institutions offer classroom and distance learning courses.

As analyzed by Pereira (2008), this process participates in a broader context of privatization of higher education and transformation of the right to education into service.

As we enter the 21st century and take a panoramic flight over higher education worldwide, we see characteristics such as: the expansion of the number of students; the increase in the participation of the private sector in the creation of HEIs; a wide institutional diversification, with several teaching modalities (short-term courses, distance learning - distance education -, corporate universities, among others); the retraction of state participation in higher education; greater international dialogue; and, finally, an increase in the link between business sectors and research, not necessarily carried out within universities (PEREIRA, 2008, p. 23).

Capitalist production is based on the private ownership of the means of production and its ultimate aim is the process of accumulation through the extraction of surplus value in the productive sphere. And yet, "In relation to living work, generating a gigantic surplus of disposable human beings for the production process, but which contains the functionality of always pressing the salary down and then increasing the rate of surplus value extracted" (PEREIRA, 2008, p. 28).

Social rights are crossed by the mercantile logic in a fierce struggle for markets, creating needs and advancing in all spheres, this way the action of the subjects is not carried out solely according to their intention.

Chauí (2003) points out how this process implies abandoning the fundamental core of university work, namely education. Becoming a functional university, University of result and finally the operational university entwining its activities to training and recycling and cancels the possibility of historical transformation as the conscious action of human beings in materially determined conditions.

As it can be seen, of the professionals trained in a private institution, 2 (two) professionals completed their graduation at the Catholic University of Mato Grosso do Sul. We must remember the historical process of support between the State and the Catholic Church, especially in relation to training in Social Work.

At the end of the 1960s, the preferential option for the poor made by the Catholic Church caused financial difficulties for confessional schools, mainly in the northeast region. But it was in the 1970s that there was a significant change in the relations between Church and State after Institutional Act nº 5, when the church distanced itself from the State based on the defense of Basic Ecclesiastical Communities, opening space

for the secularization of higher education in social service. .

The questionnaire also addressed the institution of action at the time of the research, which was configured as follows: State Public 8, Municipal Public 20, Federal Public 1, Social Organizations (OS) 1, Private Hospital 1, Commerce 1, Unemployed 11.

Therefore, 67.4% are public servants, 25.6% are unemployed and 6.9% are workers from the private sector and Social Organization.

Social service professionals in the 1980s, mainly after the enactment of the Federal Constitution of 1988, had a significant expansion and reconfiguration of their labor market, but the centralization process brought new responsibilities to municipal entities with the discourse of social responsibility, brings the new category profile.

In the historical continuity of this process, in the 1990s, in addition to the ideological dissemination with collaborationist skills through the reproduction of intellectuals trained in the logic of capital, the process of expansion, commodification of higher education and encouraged by governments, there was an explicit dilution of the boundaries between public and private, creating an army of unemployed graduates in Brazil and also precarious work in civil society organizations (which in 2002 represented 55% of the total of 500,000 non-profit organizations).

The questionnaire also addressed professionals who attended a lato sensu postgraduate course in social work, with 29 professionals saying yes and 14 professionals saying no.

And when it comes to specific stricto sensu postgraduate studies in Social Work, the value is reversed, with 13 professionals saying yes and 30 professionals saying no.

Gramsci indicates the school as a private apparatus of fundamental hegemony for the

formation of the new organic intellectuals of the rising class. In this sense, quality training in Social Work can mean reinforcing the neoliberal project that defends, in addition to the minimal State, the focus and selectivity of social policies for specific groups, resumption of the project of social rephilanthropization within civil society and the social issue is addressed. as allied assistance and the repression and criminalization of poverty.

Regarding research, most professionals who carried out research answered that they did 1 (one) and only 2 professionals did 5 researches.

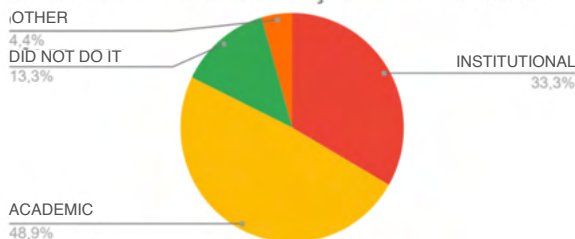
After having already carried out research on social work, 23 professionals said yes (54.8%) and 19 professionals said no (45.2%). And of the professionals who have already carried out research, 85.7% did not publish the research carried out and 14.3% did. Such data are worrisome in terms of the low rate of research and even lower publicity of such research. Even more so when they are associated with the data from graphs 4 and 5.

IT IS CONDUCTING RESEARCH IN SS



Graph 4 - Professional was conducting research in SS at the time of the research - Own authorship.

CONTEXT OF CONDUCTING RESEARCH



Graph 5 - Context of the research - Own authorship.

Regarding the ease of carrying out research, 15 professionals responded: Having the necessary tools for such research; Vocational training; institutional (work team, demand and instruments). 22 professionals understood that they did not find it easy to carry out research. 6 professionals responded that they presented facilities such as Knowledge and constant search for knowledge in the area of training.

FINAL CONSIDERATIONS

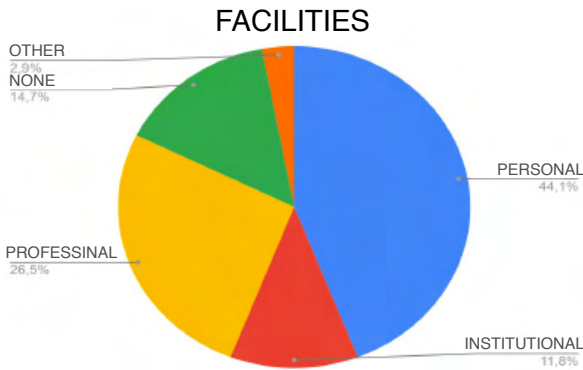
The profession regulation law and the ABEPSS curriculum guidelines, laying the foundations for the training of its professionals, go against the educational policy implemented by the Brazilian State with privilege for privatization and requires a quality education that effectively uses the teaching tripod., research and extension to equip future professionals who work not only in an interventional way, but in a reflective, critical, creative way in search of transforming social relations.

The professional practice itself is a fruitful source of information and is not isolated and unidisciplinary, but requires constant commitment from the professional to collect information, analyze it, discuss it, producing the theoretical synthesis of their findings, so we must refuse education. as a service and a commodity.

Given the limiting reservations for the development of research, the university as a privileged place for the construction of knowledge, the structural and conjunctural determinants, the institutional difficulties, many social worker researchers advance from their scientific curiosity and with detachment in the adventure that takes them to produce knowledge, others, on the contrary, settle down in institutional daily life, not finding any space that makes it possible to carry out this activity as if research were something utopian, unattainable.

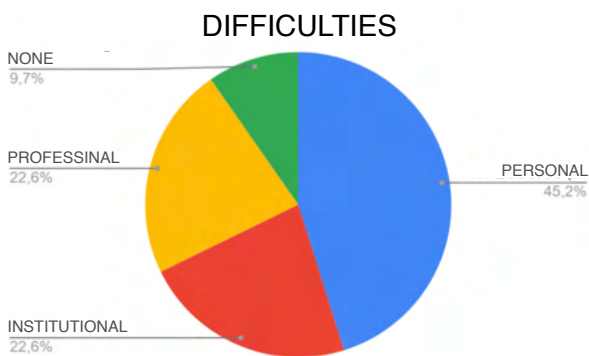
This text sought to demonstrate, especially in Rondônia, the situation of privatization of higher education, the partial absence of the State in the region and total absence in the State of Rondônia, at undergraduate and graduate levels, and the brief profile of the social workers who responded to the questionnaire in November 2020.

It is necessary for the professional category to reflect on such an endogenous and



Graph 6 -Facilities. own authorship.

Regarding difficulties: 17: professionals answered: Double journey home/work; lack of time. 9 professionals responded: demand for quantity and not quality in production. 10 professionals responded: high demand. 7 professionals responded: Professional training. 10 professionals considered the lack of institutional support as a difficulty.



Graph 6 - Difficulties. own authorship.

exogenous situation, the profession uniting to seek quality training both as a worker-teacher and as a professional in the field, as well as the student himself - future professional - that allows offering concrete answers to the daily situations of users assisted in the institutions in which they work and the State is encouraged and activated to fulfill a role of provider of fundamental rights with a view to local, regional and national development in the face of Prussian, modern and neoliberal dictates that oppress even more the underdeveloped countries and, for that, it becomes essential to guarantee standards of academic excellence, guaranteeing the fundamental triad to the university institution in the exercise of its higher societal functions.

The passage of confessionism can be observed, marked by the first faculties of social service in Brazil, which were all linked to the Catholic Church, in 1930, and today considered as a service subject to market laws.

In contrast, it considers the importance of secularization of the teaching of social service through the strengthening of the public and free university, which transcends elite charitable action and the mere provision of commodified services.

Therefore, quality higher education (considering the workers in the area and the student profile) can equip future professionals for the constant practice of research in order to offer concrete and effective answers to the reality of the citizens served with a view to social and the development of the professional with validation from their peers.

There is still a lack of specific and objective research on the subject, that is, professionals in Rondônia, for example, better specify the professionals who carry out planning, analysis, documentation and publication of research in the field of Social Work? Or do they import generalist content that offers innocuous answers to users of the institutions

in which they work, with a view to advancing the profession at a local and national level? Do they know the region in which they are located and do they analyze it in its entirety or do they carry out simplistic analyses, reproducing common sense? Continue the challenge.

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