



## Research Groups in Educational Policies: a mapping in the Paraná context<sup>I</sup>

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### Abstract

This article is part of a Master's research in Education entitled *Research Groups in Educational Policies in Paraná: a metatheoretical study on theses and dissertations* and discusses the importance of Research Groups for academic training and for the consolidation of the field of educational policies in the context of Paraná. This is a qualitative-quantitative study of a bibliographic and documentary nature, conducted through the analysis of data from the CNPq Research Groups Directory, considering groups active between 2020 and 2024. The investigation is guided by the following question: how are Research Groups in Educational Policies, linked to public universities in Paraná, configured, and what role do they play in knowledge production and in the training of researchers? The study is grounded in the epistemologies of educational policy, with emphasis on the contributions of Bourdieu and Mainardes, and engages with the literature on higher education and graduate education policies in Brazil. A mapping of Research Groups operating in this field in Paraná is presented, highlighting their constitution, research lines, and leadership. The results show that these groups are configured as fundamental spaces for knowledge production and researcher training.

**Keywords:** Research Groups; Educational Policies; graduate education.

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## Grupos de Pesquisa em Políticas Educacionais: um mapeamento no contexto paranaense

### Resumo

O presente artigo faz parte da pesquisa de Mestrado em Educação intitulada *Grupos de Pesquisa em Políticas Educacionais no Paraná: um estudo metateórico sobre teses e dissertações* e discute a importância dos Grupos de Pesquisa para a formação acadêmica e para a consolidação do campo das políticas educacionais no contexto paranaense. Trata-se de uma pesquisa de abordagem quali-quantitativa, de natureza bibliográfica e documental, realizada a partir da análise de dados do Diretório de Grupos de Pesquisa do CNPq, considerando grupos ativos entre 2020 e 2024. A investigação orienta-se pela seguinte questão: como os Grupos de Pesquisa em Políticas Educacionais, vinculados às universidades públicas do Paraná, se configuram e que papel desempenham na produção do conhecimento e na formação de pesquisadores? O estudo fundamenta-se nas epistemologias da política educacional, com destaque para as contribuições de Bourdieu e Mainardes, e dialoga com a literatura sobre políticas de ensino superior e Pós-Graduação no Brasil. Apresenta-se um mapeamento dos Grupos de Pesquisa que atuam nesse campo no Paraná, enfatizando sua constituição, linhas de pesquisa e lideranças. Os resultados evidenciam que esses grupos se configuram como espaços fundamentais de produção do conhecimento e de formação de pesquisadores.

**Palavras-chave:** Grupos de Pesquisa; Políticas Educacionais; pós-graduação.



## Grupos de Investigación en Políticas Educativas: un mapeo en el contexto paranaense

### Resumen:

El presente artículo forma parte de la investigación de Maestría en Educación titulada *Grupos de Investigación en Políticas Educativas en Paraná: un estudio metateórico sobre tesis y disertaciones* y analiza la importancia de los Grupos de Investigación para la formación académica y la consolidación del campo de las políticas educativas en el contexto del estado de Paraná. Se trata de una investigación de enfoque cualitativo-cuantitativo, de carácter bibliográfico y documental, realizada a partir del análisis de datos del Directorio de Grupos de Investigación del CNPq, considerando grupos activos entre 2020 y 2024. La investigación se orienta por la siguiente pregunta: ¿cómo se configuran los Grupos de Investigación en Políticas Educativas, vinculados a las universidades públicas de Paraná, y qué papel desempeñan en la producción del conocimiento y en la formación de investigadores? El estudio se fundamenta en las epistemologías de la política educativa, con énfasis en las contribuciones de Bourdieu y Mainardes, y dialoga con la literatura sobre políticas de educación superior y posgrado en Brasil. Se presenta un mapeo de los Grupos de Investigación que actúan en este campo en Paraná, destacando su constitución, líneas de investigación y liderazgos. Los resultados evidencian que estos grupos se configuran como espacios fundamentales para la producción del conocimiento y la formación de investigadores.

**Palabras clave:** Grupos de Investigación; Políticas Educativas; posgrado.



## Introduction

This article is part of the Master's in Education dissertation research: 'Research Groups in Educational Policies in Paraná: a Metatheoretical study on theses and dissertations', conducted by the same author of the present study. In this context, it can be stated that there is a relationship between Scientific Knowledge, Graduate Studies, Research Groups, and the production of knowledge. This link between scientific production and educational public policies is especially reflected at the *stricto sensu* level, which aims to train researchers capable of generating evidence, theories, and innovations for the improvement of educational practices and structures (Brasil, 2005, 2010).

The National Graduate System (SNPG) and the National Graduate Plans (PNPG) emphasize that Research Groups, formally consolidated in the Directory of the National Council for Scientific and Technological Development (CNPq) since 1992, are crucial spaces for interaction between researchers, advisees, and institutional partners, promoting articulation between knowledge production, academic training, and influence on public policies (Mainardes, 2021a).

In the contemporary context, Brazilian education faces significant challenges, such as the precarization of teaching work, the marketization processes of higher education, and pressures for academic productivity. These challenges directly impact Graduate Studies and educational research, requiring collective spaces for critical reflection, knowledge production, and the training of researchers committed to social transformation.

In the field of educational policies, Research Groups act as epistemic and practice communities, sites for the collective construction of scientific knowledge that subsidize decision-making and the formulation of educational guidelines. By integrating scholars, faculty, and students, these groups strengthen the training of teacher-researchers, stimulate critical and contextualized approaches, and promote the search for empirical evidence to ground interventions in the educational field (Mainardes, 2021b). In this sense, participation in Research



Groups can assist in admission to Graduate Studies and also enhances the production of useful and relevant knowledge to face educational challenges.

From this perspective, a study was conducted on the Research Groups operating in the field of educational policies belonging to public universities in Paraná, which, in numbers, correspond to 21 Groups. To explain this quantity, we clarify that the search was performed in the DGPD<sup>2</sup>, using the search term “Educational policies” (*Políticas educacionais*), and consulting by line of research, which resulted in 896 Research Groups. From this result, a refinement was carried out, considering the time factor allocated to the research, bearing in mind that its objective is specific regarding the production of theses and dissertations produced within the scope of these Groups.

In this context, the survey in the DGPB was conducted with the aim of identifying Research Groups in the area of education, specifically those working on studies and research in the field of educational policies.

This article aims to analyze the importance, the constitution, and the current panorama of Research Groups operating in the field of educational policies in Paraná. To this end, a discussion is initially presented on the higher education and Graduate Studies policies that support the emergence and strengthening of these groups. Subsequently, the concept of a Research Group is problematized, highlighting its relevance for academic training and scientific socialization. Finally, the mapping carried out within the DGPB is presented, which identified and systematized the groups in Paraná linked to the area of educational policies, pointing out their research lines and main characteristics.

In light of these initial considerations, it can be said that, despite the recognized relevance of Research Groups for the consolidation of the field of educational policies and for the training of researchers, as evidenced by national studies (André, 2007; Mainardes, 2021a; 2022a; Morosini, 2008), research that systematizes, at the regional level, the constitution, research lines, and academic repercussions of these groups is still incipient, especially in the context of Paraná.



It is argued that understanding the configuration and functioning of these groups is fundamental for the advancement of studies in educational policies, as they express both the institutional conditions of Graduate Studies and the theoretical-epistemological commitments made by the researchers who compose them.

## Methodology

This study is characterized as research with a mixed-methods (qualitative-quantitative) approach, of a bibliographic and documentary nature. The adopted approach seeks to articulate two dimensions. The first involves a brief history of Higher Education and Graduate Studies policies in Brazil, as well as the constitution, importance, and role of Research Groups in Brazil, especially in the field of Education and Educational Policies. This study movement allowed for the historical situating of the emergence of these groups, as well as an understanding of their formative and scientific functions.

Regarding the second approach, the documentary survey, a mapping of Research Groups linked to public universities in Paraná was conducted, focusing on those with research lines related to educational policies. For this purpose, the DGPB was consulted using the descriptor “Educational Policies” (*Políticas Educacionais*). The search process was refined based on inclusion and exclusion criteria to exclusively include groups in the field of education for the period from 2020 to 2024, considering the groups active within this interval, in line with the objective of analyzing the recent panorama of academic production in the field of educational policies in Paraná.

The collected material was organized according to information on research lines, leadership, institutional affiliation, and the number of associated productions. This procedure made it possible to delineate the current panorama of the groups, highlighting their diversity and breadth.

Data analysis was conducted in a descriptive-analytical manner, articulating the results of the documentary survey with the literature review on



the subject. This triangulation sought to understand not only the quantitative dimension of the groups but also their qualitative repercussions for the training of researchers and for the consolidation of the field of educational policies in the state of Paraná.

### Higher Education Policies and Graduate Studies in Brazil

The consolidation of Graduate Studies in Brazil is directly related to the public policies implemented starting in the second half of the 20th century, especially with the creation of the Coordination for the Improvement of Higher Education Personnel (CAPES) in 1951, and CNPq in the same year.

According to current legislation, Higher Education is based on three pillars: Teaching, Research, and Extension. In this sense, according to the provisions of the LDB (Law of Directives and Bases of National Education), considering its updates up to the time of this research, Higher Education has the following purposes:

Art. 43. Higher education has the purpose of: I - stimulating cultural creation and the development of the scientific spirit and reflective thinking; II - training graduates in different areas of knowledge, qualified for insertion into professional sectors and for participation in the development of Brazilian society, and collaborating in their continuous training; III - encouraging research and scientific investigation work, aiming at the development of science and technology and the creation and dissemination of culture, and, in this way, developing the understanding of man and the environment in which he lives; IV - promoting the dissemination of cultural, scientific, and technical knowledge that constitutes the heritage of humanity and communicating knowledge through teaching, publications, or other forms of communication; V - fostering a permanent desire for cultural and professional improvement and enabling the corresponding realization, integrating the knowledge being acquired into a systematic intellectual structure of the knowledge of each generation; VI - stimulating knowledge of present-day world problems, particularly national and regional ones, providing specialized services to the community and establishing a relationship of reciprocity with it; VII - promoting extension, open to the participation of the population, aiming at the dissemination of achievements and benefits resulting from cultural creation and scientific and technological research generated



in the institution; VIII - acting in favor of the universalization and improvement of basic education, through the training and qualification of professionals, the conduction of pedagogical research, and the development of extension activities that bring the two school levels closer together (Brasil, 1996).

The aforementioned points together constitute the purpose of Higher Education to date. Therefore, all Higher Education Institutions (HEIs) in Brazil follow what is described in the citation above. Thus, it can be stated that these purposes are only fully achieved through the implementation of consistent public policies that enable the development of students in the Higher Education stage. An example of this is the Institutional Scientific Initiation Scholarship Program (PIBIC), which encourages research and scientific investigation work at the undergraduate level by offering scholarships.

Starting from the information in the same document, it is observed that Higher Education encompasses undergraduate courses, graduate courses (*stricto* and *lato sensu*), and extension courses, offered in both public and private institutions.

The system of graduate courses in Brazil was created in the 1970s through two relatively independent stimuli: one from the field of education, stemming from the 1968 University Reform and its developments; and another from the field of science and technology, primarily from the Ministry of Planning and its development agencies, the National Council for Scientific and Technological Development (CNPq) and the Funding Authority for Studies and Projects (Finep) (Schwartzman, 2022, p. 228-229).

According to the same author, in 1951, CAPES consolidated itself as the main coordination agency for Brazilian Graduate Studies, acting in the evaluation of programs and managing a broad system of scholarships for its students in Brazil and abroad (Schwartzman, 2022, p. 229).

Also in the area of science and technology, citing Pereira (2015), Schwartzman (2022, p. 229) presents that:

[...] the federal funding system only began to organize in the 1970s, with the transfer of the former National Research Council (CNPq) to



the Ministry of Planning, now under the name of National Council for Scientific and Technological Development; and the establishment of the National Fund for Scientific and Technological Development (FNDCT) and the Funding Authority for Studies and Projects (Finep) as responsible for its administration.

In this context, these institutions played the role of funders for the Graduate Programs (PPGs) that were in the process of being created, with CNPq maintaining a system of research scholarships and funding parallel to that of CAPES.

*Stricto sensu* Graduate Studies in Brazil are structured based on public policies that aim not only at training qualified researchers and faculty but also at consolidating a science and technology system articulated with the country's social and economic development. The National Graduate Plan (PNPG), prepared by CAPES, outlines guidelines and goals for the advancement of scientific and technological research, indicating the relevance of master's and doctoral programs committed to academic excellence and the transformation of educational and social realities (Brasil, 2010).

Within this scope, PPGs are conceived as fundamental spaces for the production and dissemination of knowledge, and their consolidation depends on fostering, evaluation, and internationalization policies that ensure the quality of national scientific production (Brasil, 2010; Schwartzman, 2022).

In this panorama, Research Groups assist in the process of training researchers in Graduate Studies, having been recognized by CNPq since 1992 through the DGPB. Their importance lies in the academic training of masters and doctors and in the construction of investigative projects that contribute to the understanding and tackling of complex social issues, such as educational inequalities, education funding, and evaluation policies.

As André (2007) highlights, Research Groups are configured as privileged spaces for scientific socialization, fostering a research culture and the development of investigative autonomy among graduate students.



In this sense, understanding the role of Research Groups in Graduate Studies also requires situating them within the regulatory framework that guides Brazilian higher education. This framework is established by the Law of Directives and Bases of National Education (LDB, Law No. 9,394/1996), which aims to stimulate cultural creation and the development of scientific spirit and reflective thinking. Furthermore, the LDB defines the articulation between teaching, research, and extension as the structuring axes of university education. In this context, research is understood not merely as a complementary activity, but as a constitutive part of the academic mission.

The National Graduate System (SNPG), structured by CAPES, began to expand significantly in the 1970s, consolidating itself as one of the pillars of the country's scientific and technological development. This system is guided by the National Graduate Plans (PNPGs), which, in different periods, have emphasized the need to train highly qualified researchers, internationalize academic production, and bring scientific knowledge closer to social and economic demands.

Within this system, the Graduate Programs in Education (PPGEs) stand out for their role in producing critical knowledge focused on educational policies and the training of teacher-researchers. Such programs not only train masters and doctors but also constitute spaces for debate and resistance against pressures for the marketization and technocratization of higher education.

In this scenario, Research Groups assume centrality as structuring nuclei of Graduate Studies. Formally recognized and registered in the DGPE since 1992, they integrate faculty, students, and researchers at different stages of training, creating environments for scientific socialization, the development of collective projects, and the strengthening of academic networks. They are, therefore, privileged instances for knowledge production, the consolidation of fields of knowledge, and the articulation between theory, practice, and educational public policies.



## Research Groups: concepts and academic relevance

According to Morosini (2008), the emergence of Research Groups in Brazil is directly related to the set of legislation and recommendations from the Coordination for the Improvement of Higher Education Personnel (CAPES) for Graduate Studies, the actions of CNPq, and the National Graduate Plans (PNPG). Thus, the same author notes that, when consulting the DGPB, it is observed that the first Research Groups registered their foundation in the second half of the 1980s. Currently, these groups are integrated into Graduate Studies and teaching activities in Higher Education.

According to the author, Research Groups are currently incorporated into Graduate Studies and university teaching activities in general, a process that occurred gradually.

In this sense, Research Groups are understood as spaces in which researchers at different stages of their professional careers work on developing individual and collective research, among other actions. These researchers may be undergraduate students, Scientific Initiation participants, Graduate students, Basic Education teachers, Masters, and Doctors. As the previously cited authors emphasize, this establishes a hierarchy that can be characterized as horizontalized. However, within the Research Group space, this horizontality allows for the exchange of experiences and the construction of new knowledge.

Mainardes (2022a) argues that Research Groups, beyond being environments for knowledge production, are spaces for scientific socialization, where an investigative *habitus* is built through academic coexistence, dialogue between researchers, and shared experience in research practice. The training of researchers occurs not only through formal courses but also through insertion into groups that function as communities of practice and epistemic communities, in which the domain of interest is shared, and the formative processes involve the exchange of knowledge, the construction of competencies, and theoretical-methodological debates.



According to Mainardes (2022b), more recent research reinforces that the activities of Research Groups in the field of Educational Policy are structured into three levels of approach: macro (mappings and national overview), meso (dynamics of functioning and funding), and micro (trajectories and internal relations). In this context, Research Group leaders point out that these structures are fundamental for the training of researchers, although they face challenges such as lack of time, funding, and infrastructure. Still, the formative role of the groups is widely recognized, especially for favoring the articulation between theory and practice, stimulating scientific authorship, and deepening epistemological frameworks.

Complementarily, a survey by Mainardes (2020) conducted with the DGPB identified 275 Research Groups linked to the field of Education, distributed across all regions of the country. This broad presence evidences the consolidation of the field and the strengthening of academic collaboration networks, which are essential for the development of educational public policies. The research data also reveal the diversity of institutions, research lines, and internal configurations of the groups, demonstrating that while there is no single model, there are shared patterns that strengthen scientific identity and collective action.

Thus, Research Groups assume a strategic role in Brazilian higher education, especially in Graduate Studies. They are simultaneously spaces for training, scientific production, and political and epistemological resistance, acting in the consolidation of fields of knowledge and in the critique of forms of precarization of intellectual work. Recognizing this centrality is essential to understanding the paths of science in Brazil and the importance of valuing policies that promote research.

Considering that Research Groups are the object of this study, it is important to highlight that, in existing literature, they are understood as “[...] an essential space in the development of research and the training of researchers” (Mainardes, 2022b, p. 3).



Linearly, it is valid to consider that Research Groups favor admission into Graduate Studies. Based on the data and analyses produced throughout the investigation, it is possible to consider Research Groups as environments where members find themselves at different points regarding their academic lives and careers, enabling the sharing of experiences. Therefore, Research Groups assist in the process by which an individual recognizes themselves as a researcher, through which they understand what it means to be a researcher, as well as the importance and responsibility developed regarding the exercise of academic research.

Given the perceptions listed about Research Groups, it becomes viable to build reflections on the concept of **social capital** addressed by Bourdieu (2007), since Research Groups present themselves as conducive spaces for researchers to establish relations of exchange and knowledge sharing.

According to Bourdieu (2007, p. 67), “[...] social capital is the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition.” In this way, it is possible to affirm that Research Groups are spaces where these durable relationships are built.

Social capital, as a set of actual and potential resources, is linked to the affiliation with a group containing a set of agents who are endowed with their own common characteristics, as well as useful permanent connections, which would be the common interests of the individuals belonging to a group. Furthermore, “[...] the existence of a network of connections is not a natural given, or even a social given, constituted once and for all by a social act of institution” (Bourdieu, 2007, p. 68). Thus, the existence of this network is not exclusively constituted from the family group, kinship relations, or other social formation characteristics, but also as the product of labor and the maintenance of what the individual themselves possesses. Therefore, this network of connections is the result of social investment strategies that happen consciously or unconsciously



under orientations toward a particular institution or the reproduction of social relations. In this context, exchanges occur, which:

[...]transform the things exchanged into signs of recognition and, through the mutual recognition and the recognition of group membership which it implies, re-produces the group. At the same time, it defines the limits of the group, that is, the boundaries beyond which the constitutive exchange – trade, commensality, or marriage – cannot take place (Bourdieu, 2007, p. 68).

Bourdieu (2007) then states that the reproduction of social capital is tributary to institutions that aim to favor legitimate exchanges, excluding illegitimate ones, and thus producing practices or occasions that bring together homogeneous individuals. It is also tributary to the work of sociability, a space in which there are exchanges that affirm and reaffirm themselves in recognition.

In view of this, Research Groups assume a fundamental role in the academic lives of more mature researchers, and especially in the careers of researchers who are still starting out in this environment. In the case of more experienced researchers, Research Groups contribute to the improvement of their skills, besides allowing for critical advancement in their research. In the case of beginning researchers, participation in Research Groups is essential for their process of academic and intellectual maturity.

As Morosini (2008) states, Research Groups can also present different dynamics and/or organizations, depending on their objectives as a group. For the author, it is still necessary to deepen studies on the functioning of groups in different areas and academic fields. In the human sciences, it is common for these groups to act as spaces for study and debate, in which members develop individual projects. However, there are also those that promote meetings focused on collective advising.

Given this, we can affirm that each Research Group possesses diverse dynamics and forms of organization, even though they all have common commitments and objectives. They may diverge, for example, in how they organize and conduct studies and research. Some may be more adept at



activities that interface with undergraduate studies, while others may have a focus more directed toward Graduate Studies.

In addition to their formative function, Research Groups contribute to the consolidation of specific scientific fields. In the case of Education and, particularly, Educational Policies, their activity has been decisive for the institutionalization of the field in Brazil. By promoting theoretical and methodological debates, fostering critical production, and developing research projects articulated with social demands, these groups play a strategic role both in the training of researchers and in influencing public policies.

Another relevant aspect is that the groups function as instances of academic and epistemological resistance. In a context of increasing marketization of higher education, they reaffirm research as a collective, critical activity committed to social transformation. Thus, the importance of the groups goes beyond the academic dimension, also reaching the political sphere, insofar as they sustain the public, socially referenced, and critical character of knowledge production in education.

### **Overview of Research Groups in Educational Policies in Paraná**

Based on data from the 2016 Census of Research Groups in the DGPB/CNPq, Mainardes (2022b) highlights that, out of a total of 37,640 groups, 3,595 were in the field of education (9.6%); and of the total of 199,566 researchers, 26,011 belonged to the field of education (10.2%). These figures position the area of education as the largest in terms of both the number of groups and researchers.

The presented data, although referring exclusively to the year 2016, evidence the significant presence of the field of education in the national research scenario, both in terms of the number of groups and researchers. This quantitative prominence can be interpreted as an indicator of the relevance and growing interest in investigations within the educational field. Thus, the



area is configured as a fertile space for the development of studies, reinforcing its pertinence as an object of analysis in this research.

The mapping of Research Groups was conducted in the DGPB using the descriptor “educational policies” (políticas educacionais). The initial search yielded 896 groups in the country. After applying inclusion and exclusion criteria, only groups in the field of Education, linked to public universities in Paraná and with an active status between 2020 and 2024, were selected.

Following the initial search of 896 groups, exclusion criteria were applied to align the results with the research objectives. Groups from the Education area that addressed themes in the field of educational policies and were linked to universities in Paraná were selected, totaling 80 groups listed in Appendix A of this text. Subsequently, to obtain the research sample, the selection was restricted to those that specifically included “educational policies” in their nomenclature, resulting in 31 groups. Finally, only those belonging to public universities in Paraná were considered, arriving at a final count of 21 groups.

From this refinement, 21 Research Groups active in the field of educational policies were identified, distributed among institutions such as the State University of Maringá (UEM), State University of Ponta Grossa (UEPG), State University of Londrina (UEL), State University of the Central-West (UNICENTRO), Federal University of Paraná (UFPR), State University of Western Paraná (UNIOESTE), State University of Paraná (UNESPAR), and others. The data were systematized into tables to highlight research lines, leadership, associated productions, and institutional affiliations.

The following table comprises the Research Groups that operate in the field of educational policies and are linked to public universities in Paraná.



**Chart 1** – List of Research Groups based on the DGPB search

	<b>Research Group Name</b>	<b>Creation Date</b>	<b>HEI (Higher Education Institution)</b>	<b>Predominant Area</b>
1	Teaching, Learning, and Educational Policies	2013	Federal University of Technology - Paraná	Education
2	State, Policies, and Education Management	2013	State University of the Central-West	Education
3	State, Educational Policies, and Teacher Training (EPEFOP)	2021	State University of Maringá	Education
4	Study and Research Group on Educational Policies, Teacher Training, Teaching Action, and Indigenous School Education	2020	State University of Maringá	Education
5	GEPEFI – Study and Research Group on Educational Policies, Management, and Education Funding	2014	State University of Maringá	Education
6	Study and Research Group on Management, Curriculum, Educational Public Policies, and Society - GeCuPES	2022	State University of Northern Paraná	Education
7	Study and Research Group on State, History, Policies, and Education	2020	State University of Paraná	Education
8	Study and research group on educational and social policy	2006	State University of Western Paraná	Education
9	Study and Research Group on State, Educational Policies, and Childhood - GEP-PEIN	2012	State University of Maringá	Education
10	Research Group Capital, Labor, State, Education, and Educational Policies	2002	State University of Ponta Grossa	Education
11	Research Group on Educational Policy and Teacher Training	2003	State University of Ponta Grossa	Education
12	Research Group on Educational Policies and Pedagogical Practices in Professional and Technological Education	2023	Federal Institute of Paraná	Education
13	Research Group: State, Public Policies, and Education Management	2010	State University of Londrina	Education
14	Educational Policy and Evaluation	2010	State University of Ponta Grossa	Education
15	Educational Policies and Educational Practices - GPPEPE	2005	State University of Ponta Grossa	Education
16	Educational policies: relations between capital, labor, and state	2022	State University of Londrina	Education

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17	Public Policies and Educational Management	2014	State University of Maringá	Education
18	Public policies, permanent education, and educational practices of Youth, Adult, and Elderly Education - GEJAI	2003	State University of Ponta Grossa	Education
19	Policies and Education Management	2008	Federal University of Paraná	Education
20	Study and Research Group on Comparative Education of Educational Policies - GEPEC	2012	Federal University of Paraná	Education
21	Educational Public Policies and Mathematics Teaching	2013	Federal University of Technology - Paraná	Education

Source: Prepared by the authors with data from the Directory of Research Groups (2025).

### Profile of the Selected Groups

It is worth noting that Research Groups operate by fostering the intellectual, social, and academic development of the individual, contributing to the process of constituting a scientific habitus. In this regard, Bourdieu (1996, p. 21-22) states that “the habitus is this generating and unifying principle which retradtranslates the intrinsic and relational characteristics of a position into a univocal lifestyle, that is, into a univocal set of choices, goods, and practices.”

Thus, according to Mainardes (2021b), from a structuralist perspective, the habitus can be described as something that aims to end the opposition between the agent and society. In this sense, habitus corresponds to the capacity of a given social structure to be assimilated through the agents’ dispositions to feel, think, and act, which are structured by social interaction (Mainardes, 2021b).

Based on this, it can be stated that the actions carried out within Research Groups—the studies developed, the ideas generated and put into practice—constitute the researcher’s scientific habitus, allowing them to refine previously acquired conceptions and develop new intellectual and academic skills.

It is also important to emphasize that the researcher must recognize themselves as part of the group, seeking to participate actively in this process



so they can incorporate the knowledge shared within the Research Group. Thus, they will be able to contribute more effectively and in a more refined manner to research in the field of education.

To understand the configuration and scope of the Research Groups included in this investigation, a survey was conducted in the DGPB. The selected groups were characterized based on research lines, leadership, and the number of active members.

The Teaching, Learning, and Educational Policies group (UTFPR), created in 2013 and led by Shiderlene Vieira de Almeida, conducts research on educational policies and cognition and learning, with 7 participants (2 undergraduates and 5 masters/doctors). Meanwhile, the State, Policies, and Education Management group (PPGE/Unicentro), also created in 2013, is coordinated by Michelle Fernandes Lima and Marisa Schneckenberg and brings together faculty, undergraduate, and graduate students (3 doctoral students, 2 master's students, and 12 researchers), focusing on educational policies and management, policy formulation and evaluation, and teacher training.

The State, Educational Policies, and Teacher Training (EPEFOP) group (PPGE/UEM), created in 2021 and coordinated by Marcos Vinicius Francisco, investigates educational policies and teacher training in articulation with social movements, inequalities, and school violence, comprising undergraduates, graduate students, faculty, and researchers. The Educational Policies, Teacher Training, Teaching Action, and Indigenous School Education group (PPGE/UEM), coordinated by Maria Christine Berdusco Menezes and Maria Simone Jacomini Novak, develops interdisciplinary research on teacher training, Indigenous education, and pedagogical practices, with 13 participants (5 doctoral students, 1 master's student, 2 undergraduates, and 5 researchers).

The Study and Research Group on Educational Policies, Management, and Education Funding (PPGE/UEM), created in 2014 and led by Jani Alves da Silva Moreira and Maria Eunice França Volsi, investigates policy formulation, funding, and educational management, teaching policies, and the platformization of



education, with broad participation (39 members: 4 foreigners, 1 post-doc, 5 doctoral students, 7 master's students, 3 specialists, 9 undergraduates, and 9 researchers). The GeCuPES (UENP), coordinated by Luiz Antonio de Oliveira, studies curriculum, public policies, management, gender, and diversity, with 14 members.

The State, History, Policies, and Education group (Unespar), led by Adão Aparecido Molina, investigates educational policies from a historical perspective, articulating State, economy, and education, with 23 members (1 foreigner, 6 master's students, 1 undergraduate, and 15 researchers). At Unioeste, the Educational and Social Policy group is coordinated by Luiz Fernando Reis and focuses on educational and social public policies, bringing together between 10 and 15 faculty members and researchers.

GEPPEIN (PPGE/UEM), coordinated by Vânia de Fátima Matias de Souza, analyzes the State, childhood, and education funding from a historical perspective, with 11 members and an extensive production of books, articles, and events. The Capital, Labor, State, Education, and Educational Policies group (PPGE/UEPG), coordinated by Simone de Fátima Flach and Carina Alves da Silva Darcoletto, follows a Marxist perspective and investigates teaching policies, labor, and education, with 16 members (5 doctoral students, 3 master's students, and 8 researchers).

The Educational Policy and Teacher Training group (PPGE/UEPG), led by Silmara de Oliveira Gomes Papi, researches educational policies and pedagogical programs, covering macro, meso, and micro levels of educational management. The Educational Policies and Pedagogical Practices in Professional and Technological Education group (IFPR), led by Luiz Aparecido Alves de Souza, operates in the field of professional and technological education, articulating management and pedagogical practices.

State, Public Policies, and Education Management (PPGE/UEL), created in 2010 and coordinated by Eliane Cleide da Silva Czernisz and Maria José Ferreira Ruiz, investigates public policies and education management. The



Educational Policy and Evaluation group (PPGE/UEPG), created in 2010, led by Mary Ângela Teixeira Brandalise and Clícia Bühler Martins, analyzes evaluation policies in Basic and Higher Education, with 21 participants.

GPPEPE (PPGE/UEPG), created in 2005 and coordinated by Jefferson Mainardes and Silvana Stremel, operates on three axes: epistemologies of educational policy, analysis of specific policies, and institutional policies. It has 12 members and international partnerships, using frameworks such as Bourdieu, Bernstein, and Ball. The Educational Policies: relations between capital, labor, and State group (PPGE/UEL), created in 2022 and led by Gisele Masson, investigates teacher training and valorization policies, with 5 researchers.

Public Policies and Educational Management (PPGE/UEM), created in 2014 and led by Elma Júlia Gonçalves de Carvalho, studies public policies and management in their relationship with State and society, with 15 members. GEJAI (PPGE/UEPG), created in 2003 and coordinated by Rita de Cássia da Silva Oliveira, researches YAE (Youth and Adult Education) and permanent education, with 15 participants (6 doctoral students, 1 post-doc, 3 undergraduates, and other masters/doctors).

At UFPR, the Policies and Education Management group, led by Ângelo Ricardo de Souza and Andréa Barbosa Gouveia, is the most numerous, with over 100 members including faculty and students. Also at UFPR, GEPEC, coordinated by Rose Meri Trojan, brings together 17 members in comparative education research. Finally, the Educational Public Policies and Mathematics Teaching group (UTFPR), led by Marlova Estela Caldatto, has 5 participants (3 researchers and 2 master's/doctoral students).

In general, it is observed that the groups are mostly led by faculty from Graduate Programs in Education, with research lines focused on public policies, management and funding of education, teacher training and valorization, educational evaluation, and inclusion (YAE, Indigenous education, and permanent education). Academic repercussions include scientific production



(theses, dissertations, articles, books), participation in events, national and international partnerships, as well as articulation with undergraduate studies.

Following this, we present an illustrative image of a word cloud that corresponds to the main themes researched within the research lines of the groups that are part of this investigation.

**Figure 1** – Word cloud of recurrent terms in the descriptions of research lines



**Source:** Prepared by the authors with the aid of the Infogram software.

The word cloud enables a synthetic visualization of the most recurrent themes in the descriptions of the groups' research lines. It is possible to notice an emphasis on categories such as Basic Education, Educational Policies, Teacher Training, and State, indicating the centrality of these themes in the analyzed academic productions. Furthermore, terms such as Inclusive Education, Education Funding, Education Management, Indigenous Educators, Cognition, and School Violence stand out, revealing the diversity of approaches in the investigations developed. The presence of these elements evidences not only a commitment to the critical analysis of educational public policies but also the articulation between different social, cultural, historical, and economic dimensions that cross the field of education.



## Analysis of the Panorama

The analysis of the panorama reveals that Research Groups in educational policies in Paraná are configured as strategic spaces for the production of critical and situated knowledge. The thematic diversity of the research lines indicates an effort to encompass different dimensions of educational policies, ranging from macro-structural aspects, such as funding and management, to more specific issues, such as Indigenous education, professional education, and social inclusion.

The data also evidence that these groups fulfill a formative function, as they integrate faculty, master's and doctoral students, and, in some cases, scientific initiation students. This composition enables scientific socialization and the constitution of academic trajectories linked to the field of educational policies.

Another point to be highlighted is the regional and national impact of the productions from these groups. Through theses, dissertations, articles, and participation in research networks, the groups contribute to broader debates on educational public policies, influencing both academic production and the formulation of guidelines within higher education institutions and educational management bodies.

Thus, the panorama indicates that Research Groups in educational policies in Paraná act as central nuclei for the consolidation of the field, articulating academic training, scientific production, and social commitment.

## Final Considerations

The analysis conducted allowed for highlighting the importance and configuration of Research Groups in educational policies linked to public universities in Paraná. The survey showed that these groups constitute privileged spaces for scientific socialization, the training of new researchers, and the production of critical knowledge in the field of education.



The results point out that the diversity of research lines and the institutional presence across different universities reinforce the strategic role of these groups in consolidating the field of educational policies. By encompassing themes such as funding, management, teacher training, inclusion, and evaluation, they contribute to understanding and addressing the contemporary challenges of Brazilian public education.

Furthermore, it was verified that the integration of these groups into the Graduate Studies structure favors the articulation between teaching, research, and extension, strengthening the formative character of academic research. In this sense, their importance transcends the strictly scientific dimension, also reaching the political sphere, insofar as they reaffirm the relevance of research as a critical and socially referenced practice.

In summary, Research Groups in educational policies are configured as structuring nuclei of Graduate Studies and educational research, acting in the training of researchers and the production of knowledge committed to social transformation. Understanding their constitution and current panorama is, therefore, fundamental to strengthening the field of educational policies and expanding its contribution.

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## Notes

- 1 Translation performed with the assistance of AI-GEMINI
- 2 [The Directory of Research Groups in Brazil \(DGPB\) - Link](#)



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