



Chapter 35

Advances and challenges of the racial quota system in Brazilian and federal public institutions of higher education and dentistry: a narrative review

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ABSTRACT

This is a narrative review, whose objective was to analyze the effectiveness (advances and challenges) of the racial quota system in federal and Brazilian public institutions of higher education, and to suggest the need for further reflection on the significance of the

theme in courses dentistry specifically. Through a systematic search and applying the eligibility criteria, 15 articles were considered eligible. Of the results, it is highlighted that, respectively, 73% (11 articles), 6.6% (01 article), 6.6% (01 article) and 12% (02 articles) have as their central theme Education, Sciences Social, linguistics and the field of human sciences. The conclusion of this work is that, since the regulation of Law No. 12,711, accessibility to Brazilian public and higher education by students targeted by this law is a major advance. However, it appears that, despite the evidenced prosperity, there are still limitations that interfere with the range of benefits arising from this policy. In this way, its continued improvement becomes essential in order to minimize its limitations, until then, perceived in its practice.

Keywords:

Quota law, Affirmative action policy, Racism, University education, Odontology.

1 INTRODUCTION

In August 2022, the first decade of the enactment of Law nº 12,711 was celebrated, which, since then, regulates the mandatory quota system in federal institutions of higher education in Brazil. 1

As a starting point, it is essential to highlight the origin of the inequalities of opportunities between blacks and whites in Brazil, after all, according to Candido et al (2019: 2), 2

The formation of Brazilian society was based on a colonial and racist structure, which was linked to a process of objectification of millions of black people and subjected them to subhuman conditions of life and work. The Abolition of Slavery, unaccompanied by measures to include the freed population, substituted slavery for free labor in an excluding manner, maintaining or even deepening the conditions of marginalization and exclusion of this population segment in the country. On the other hand, certain groups of European immigrants received different financial and social contributions from the State to reside in Brazil, allowing them to occupy a privileged position in the social scale, both in absolute and relative terms.2

And why institutional/structural racism? Because, even in more recent times, already in the 20th century, when important social changes took place in the country - modernization of the economy, urbanization, or expansion of educational and cultural opportunities -, a reduction was not observed along with racial inequalities. 3 López (2012: 123) 3 adds, “It was also possible to note the worsening of the relative position of blacks in the upper positions of the structure of occupations, due, in large part, to the growing inequality of access of whites and blacks to higher education”. 3

Batista (2018: 2584) 4 highlighted in his studies the improvement of this discriminatory process, seen

The denial of racism and the evolution of the concept of racial democracy were perfected with the concept of meritocracy, according to which blacks who make an effort will be able to enjoy equal rights with whites. Such a concept, in practice, only served to maintain inequality between whites and blacks. 4

Returning to the context of access to higher education, through broad struggles by social movements, some achievements emerged. The first initiatives, awakened in the 1980s, were community pre-university courses, an alternative to meet the school needs of students who wanted to take the entrance exam, especially those who could not afford a private preparatory course, with black identity in focus. in these spaces. 5-8

At the legislative level, it was only on April 26, 2012 that the ministers of the Federal Supreme Court unanimously approved the constitutionality of racial quotas in Public Universities in Brazil. 9

However, parallel to the attempts of a law that would institutionalize affirmative actions in the country, since 2001, there were autonomous processes in several universities for the implementation of differentiated access to higher education. 8,10,11 The first two universities to adopt the quota system in their selection process were the State Universities of Rio de Janeiro and Bahia. 8, 10, 11

However, on a national scale, it is worth mentioning two important initiatives with the Federal Government, the Support Program for Restructuring and Expansion Plans for Federal Universities (Reuni) and the University for All Program (ProUni), which together, since their respective implementations , encouraged universities to adopt ethnic-racial inclusion policies, becoming the main policies encouraging the dissemination of quotas in the country, especially from 2008 onwards. 8,10,11,12,13.

The reflection on the complexity of the expressions of racism in Brazilian society, which, as it is a basic phenomenon of the country's social construction, found in its historical path, several forms of maintenance. 14

Structural racism, crystallized and internalized in the culture of a people, excludes a portion of the population from access to education, employment, information and upward social mobility. Institutional racism, on the other hand, is the result of policies, practices and procedures of institutions that have a negative effect on the access of racial minorities, as well as on the quality of goods, services and opportunities. 14

It is noteworthy that studies with the theme of this work were found in the scientific literature, however, the crossings that focus on the Dentistry course were very restricted. A gap that deserves to be appreciated, after all, according to Almeida et al (2016: 234), 15 “a trend registered in the historical path of Dentistry, until then a space of whites and for whites”. 15

Finally, from what has been explored so far, the present study not only found its justification, but also established its purpose, that of analyzing, through a narrative literature review, the effectiveness (advances and challenges) of the racial quota system along to federal and Brazilian public institutions of higher education. And suggest the need for further reflection on the significance of the theme in dentistry courses, specifically.

2 METHODOLOGY

It is a narrative review, RN, structured as follows: guiding question of the study, bibliographical research and extraction, analysis and presentation of the collected data. 16.17

The formulation of the guiding question of this RN, guided by the acronym PCC (Population: federal public institutions of higher education; Concept: racial quota system; Context: Brazil), was structured as follows: “What are the main advances and challenges (effectiveness) of the system? of racial quotas with federal and Brazilian public institutions of higher education? 16

The bibliographic research began with the selection of the SciELO/Scientific Electronic Library Online database. This database was chosen as a result of the guarantee of the quality of the data to be collected - since the said platform has extensive indexing and high evidence control - and also because it is the most effective for the accessibility of Brazilian scientific production. 16

Subsequently, focused on the starting question of this RN, the composition of the search strategy followed, which, based on the subject index of the SciELO platform, was carried out through the use of the following descriptors: "AFFIRMATIVE ACTION" OR "AFFIRMATIVE ACTIONS" OR "AFFIRMATIVE ACTIONS IN HIGHER EDUCATION" OR "RACIAL QUOTAS" OR "ETHNIC-RACIAL QUOTAS" OR "QUOTAS FOR HIGHER EDUCATION" OR "QUOTAS FOR BLACKS" OR "RACIAL QUOTAS" OR "RACIAL AND SOCIAL QUOTAS" OR " RACIAL QUOTAS IN UNIVERSITIES" OR "RACIAL QUOTAS IN HIGHER EDUCATION" OR "UNIVERSITY QUOTAS" OR "QUOTA SYSTEM" OR "ODONTOLOGY" OR "COURSE OF DENTISTRY" OR "GRADUATION IN DENTISTRY" OR "EDONTOLOGY TEACHING" OR "STUDENT OF DENTISTRY".

The selection of works identified in the SciELO database was ordered by inclusion criteria (published studies, in English, Spanish or Portuguese, which expressed in their objectives and/or purposes the theme “systems of racial quotas in public higher education institutions federal and Brazilian authorities”) and exclusion (studies that precede the sanctioning and applicability of “Law nº 12.711/2012”, 1 that is, restriction regarding the date of publication until the year 2012 previously defined.

Data collected from eligible studies were extracted in electronic spreadsheet format, containing the following information: Title; Author(s); Key words; Year of publication; Language; Journal/Magazine; Advances; Challenges.

A extração de dados foi majoritariamente executada por meio do conteúdo dos resumos dos trabalhos incluídos, contudo, quando as informações eram insuficientes foram acessados os textos completos.

O percurso analítico dessa RN envolveu o confronto entre os pontos de avanços e desafios encontrados na literatura científica quanto à implementação e consolidação do sistema de cotas raciais junto às instituições públicas federais e brasileiras de ensino superior.

3 RESULTS

Identificou-se, mais precisamente em 13 de setembro de 2022, um total de 282 estudos na base de dados ScIELO, dos quais foram excluídos e considerados elegíveis, respectivamente, 267 e 15 artigos, dispostos no Quadro 1.

Quadro 1. Artigos incluídos (n=15)

Title	Authors	Keywords	Year	Language	Journal	Advances	Challenges
Affirmative actions at the Federal University of Sergipe and social recognition: the hidden face of evaluations.	NEVES, PSC; FARO, A; SCHMITZ, H.	Affirmative action; University quotas; Assessment; Recognition.	2016	Portuguese	Ensaio: Avaliação e Políticas Públicas em Educação	Increased self-esteem of shareholders.	Tensions between quota students and non-quota students and between professors of more privileged courses.
Aspirations for public higher education and the Law of Quotas.	KARRUZ, AP; MELLO, C.	Social inequality; College education; Quotas; Youth.	2021	Portuguese	Cadernos de Pesquisa	Increased aspiration for public higher education.	The effects of quotas appear to be moderated by student gender.
Affirmative actions and forms of access to public higher education: the case of heteroidentification commissions.	SILVA, ACC; CIRQUEIR A, DM; RIOS, F; ALVES, ALM.	hetero-identification commission; Racial quotas; Phenotype; Fraud in racial quotas.	2020	Portuguese	Novos Estudos Cebrap	-	Effectiveness in including beneficiary groups.
Racial inequality and education: a statistical analysis of affirmative policies in higher education.	FERREIRA, NT.	Assessment; effectiveness; Affirmative actions; University education; racial criteria.	2020	Portuguese	Educação em Revista	Increase in the percentage of blacks in public universities of higher education.	Black students continue to focus on less competitive courses. ***
Access to higher education and the strengthening of black identity.	MARQUE S, EPS.	Identity belonging; Black population; Racial prejudice.	2018	Portuguese	Revista Brasileira de Educação	Identity strengthening through research groups and participation in events.	
Rehearsing literate arts strategies in contact zones: academic literacy trajectories, affirmative actions and knowledge policies.	SITO, LRS.	Academic literacy; College education; affirmative action.	2018	Portuguese	Revista Brasileira de Linguística Aplicada	Use of strategies created by students to subvert the coloniality of knowledge in their academic literacy trajectories.	Guarantee a space for dialogue and visibility to other (non-hegemonic) logics.
Affirmative actions to promote racial equality in education: struggles, achievements and challenges.	GOMES, NL; SILVA, PVB; BRITO, JE.	Affirmative actions; Education; Racial equality; Racial quotas; Educational politics.	2021	Portuguese	Revista Educação e Sociedade	The transformation of science, education and society through the production of knowledge and experiences by black students, in	-

						their political, social and cultural experiences.	
Narratives of racial quota students about their experiences at the university.	LEMOS, IB.	Racism; Affirmative actions; Racial Quotas in Universities.	2017	Portuguese	Revista Brasileira de Educação	Effectiveness in promoting access and permanence to quota students.	The need to expand the struggle to overcome racism to other areas of society.
Supply, demand and cut-off grade: Natural Experiment on the Effects of the Quota Law on access to the Federal University of Minas Gerais	KARRUZ, A.	Affirmative actions; Quota Law; Access to higher education; Federal University of Minas Gerais; Natural Experiment.	2018	Portuguese	Revista de Ciências Sociais	Increased demand for higher education among its target audience; reduction of inequalities in access for high school graduates.	Financial difficulties, access to cultural goods and prejudice for being black and quota holders.
Beyond Access and Inclusion: Impacts of Race on Dropout and Completion in Higher Education.	COSTA, AL; PICANÇO, F.	University education; Racial inequalities; affirmative actions; evasion in higher education; Federal University of Rio de Janeiro (UFRJ).	2020	Portuguese	Revista Novos Estudos.	Diversity of the entry profile.	The complexity of the observations on the conditions for evasion
Path of quota students: entry, permanence and opportunities in higher education.	PENA, MAC; MATOS, DAS; COUTRIM, RME.	Quota students; Affirmative action policies; College education.	2020	Portuguese	Revista da Avaliação do Ensino Superior	The quota policy has contributed to the access of a portion of students from the popular classes to higher education, especially to the most prestigious courses.	Analyze the difficulties faced by students in higher education, as well as identify the real material and didactic-pedagogical needs that guarantee the student's permanence in this level of education.
Did the student profile of federal universities change after the quota law?	SENKEVI CS, AS; MELLO, U M.	Affirmative action; College education; Race relations; Booking vacancies.	2019	Portuguese	Revista Cadernos de Pesquisa	-	The Quota Law has shown inclusive results on most Ifes in Brazil (with contradictory effects in some), especially among those entering the public system and self-declared blacks, browns and indigenous people.
Socioeconomic and racial profile of medical students at a public university in Rio de Janeiro.	SOUZA, PGA; PÔRTO, A CCA; SOUZA, A; JÚNIOR, AGS; BORGES, FT.	Education; Medicine; Medical education; Racism; Affirmative actions.	2020	Portuguese	Revista Brasileira de Educação Médica.	-	Racial inclusion policies subordinated to economics seem to be a barrier to the entry of non-whites into the Faculty of Medicine, which contributes to racial inequality.
Higher education democratization policies and the reproduction of social inequalities: a case study.	SÁ, TAO.	University education; Democratization policies; Reproduction; Inequalities.	2022	Portuguese	Revista Educação e Pesquisa.	Expansion and diversification of the student body.	Diversity restricted to specific courses, evasion and internal segmentation: reproduction of inequalities.
The pedagogical practice and the permanence of afro-descendant quota students in the dentistry course.	CAVALCANTE, JÁ <i>et al.</i>	Quota Law; Affirmative Action Policy; Permanence; Democratization of Higher Education.	2020	Portuguese	Investigação qualitativa em educação: avanços e desafios.	-	Inadequacy of the measures used to guarantee the permanence of quota students.

Of the 15 articles that represent the corpus of this study, 100% of them are available in Portuguese, with their publications distributed between the years 2016 to 2022; more than 60% published from 2020, the year that includes the largest number of these publications.

With regard to the magazine or journal of publication, of the 15 studies included, 73% (11 articles) have Education as their central theme, 6.6% (01 article) have Social Sciences as their central theme, 6.6% (01 article) refer to linguistics and the 12% (02 articles) in the field of Human Sciences.

4 DISCUSSION

With regard to the considered advance after the enactment of Law No. 12,711/2012, it is possible to list a variety of dimensions affected by this affirmative policy. 1

For Neves, Faro and Schmitz (2016), 18 a more coherent analysis of the effectiveness of the quota system in question, starts from the subjective understanding of the corpus that experiences this policy. Thus, in their work, the authors discuss about social recognition, which starts from the identification of aspects that condition social places, and the social experiences shared by individuals who share the same social place. 18 From this compendium, they show the self-esteem of quota holders as a positive consequence of the quota policy, an aspect also addressed by Ferreira (2020). 19

Another relevant and particularly significant consideration identified in the literature was the increased aspiration for public higher education among students eligible for reserved places, made possible by the perception of the approximation of the desire to enter public higher education with reality. 20 In addition, Ferreira (2020), 19 shows that since the enactment of Law No. 12,711/2012, there has been an increase in the percentage of blacks in public universities of higher education.

Lemos (2017, p. 20), 21 finds, in his research, that “inclusion in the university makes room for the social ascension of quota students”. 21 This verification is in line with the perspectives of Karruz and Mello (2021), 20 since the increase in aspiration for higher education may be related to the understanding of this as a path of social ascension. 20

The affirmation of black identity, which involves a lucid understanding of the country's historical construction, combined with the process of identifying a social place modulated by race, is a positive aspect resulting from the inclusion in higher education made possible by the quota policy, defended by Marques (2018), 22 in his work. With this, he considers that the experiences lived in the academy, guided by the discussion of ethnic-racial themes, such as extension and research projects, presented effects of positive identification with political and racial belonging as a black person. 22

Entering spaces of power watered down to a distanced perspective of what is understood about oneself, in the best of circumstances, can trigger subversion strategies. Sito (2018) 23 defends and describes in his research the use of strategies created by students to subvert the coloniality of knowledge in their academic literacy trajectories, highlighting that, when inserted in these spaces, they appropriate, subvert and reinvent new perspectives of existence and objective and subjective construction through the trajectory of academic literacy, through “self-ethnography, transculturation, criticism, collaboration, bilingualism, mediation, denunciation, vernacular expressions, alternative proposals and imaginary reconstruction”. 23

Emerging in the academic field, from measures of historical reparation, Gomes, Silva and Brito (2021) 24 elect as positive and promising results of their studies on racial quotas, the constructions and scientific elaborations created from the university experience and experience by subjects black. 24 Productions that are self-determined by cultural, artistic, ancestral and epistemological identity, distinct

from the Euroreferenced hegemony of academic whiteness, have, according to the authors, transformed science, education and society. 24

Lemos (2017), 21 carried out a local study at the Federal University of Pará, with 13 students who had completed or were about to complete graduation, aiming to analyze the perception of the students in relation to the experience of racial quota holders. As a result, he found that the policy of quotas as an affirmative action proved to be efficient in his study, with regard to the possibility of access and permanence of this group in the university. In addition, (2017, p. 20), 21 considers that “quotas function as an instrument of access to symbolic and material goods necessary for a successful social trajectory”. 21

However, the discourses against the implementation of the Quota Law are assured of the issue of its effectiveness. Inevitably, even if the foundations of its intentionality are already consolidated, the qualified applicability of the policy has limitations that should not be ignored. Therefore, based on the need to analyze this parameter, Karruz (2018) 25 carried out a natural experiment aiming to formulate hypotheses regarding the impact of the Quota Law on the chances of different groups entering higher education. 25 With this, he concluded that there was an increase in the demand for tertiary education among the policy's target audience, and a reduction in inequalities in access for high school graduates. 25

As the quota policy is a transitory alternative that essentially aims at inserting a diversified and non-hegemonic profile of students into tertiary education, little is discussed about the conclusion of this stage after entering the academic environment. In order to remedy this literary deficiency, Costa and Picanço (2020) 26 carried out research to analyze the effects of sociocultural and racial disparities on the completion and dropout of university students. 26 As a result of their research, they highlighted the diversity of the profile of incoming students, corroborating the thesis that the racial quota system contributes positively to expanding the profile of students, including low-income students, with limited cultural capital and who have complex external conditions, such as an unstructured family context and children. 26

The analysis of comparative academic performance between quota and non-quota students – an agenda constantly raised in discussions regarding the effectiveness of the Quota Law – is a relevant aspect. 27 In view of this, it is worth clarifying the absence of statistically significant differences between these two groups in terms of the performance agenda found in the literature. 27 In this sense, in their work, Pena, Matos and Coutrim (2020, p.49) found that “the quota policy has contributed to the access of a portion of students from the popular classes to higher education, especially to the most prestigious courses”. 27

As an emerging obstacle to this policy, Neves, Faro and Schmitz (2016), 18 in their studies, listed a challenge related to the advancement resulting from the policy discussed here, which is the emergence of tensions between quota holders and non-quota holders, and between professors of more privileged. 18

With regard to the aspiration for higher education, in their study, Karruz and Mello (2021) 20 reflect that even though this factor was found in their research, the effects of quotas were modulated by the bias of the students' sex.

Still in favor of expanding perspectives, the effective applicability of this policy starts from the verification of the fulfillment of its objective, that of promoting greater accessibility of historically discriminated groups to public higher education. 28 As a result, the obstacles resulting from the hetero-identification commission reveal the challenge of faithfully enforcing the fundamental intention of creating Law No. 12,711/2012. 28

Ferreira (2018), 19 when discussing the increase in the percentage of blacks in higher education, addresses important considerations regarding the obvious obstacles in its applicability, and the reservation of vacancies for public schools was presented as an ineffective quota to reduce the inequality of access of the black population to higher education, due to the non-significant relationship between the variables race and socioeconomic conditions in the study. Furthermore, according to their results, black students continue to focus on less competitive courses. 19

Marques (2018) 22 notes the positive identification effect that extension and research projects confer on the academic path after entering this space, and underlines the need to promote more spaces for debates and discussions that guarantee interlocution and visibility to other logics not hegemonic knowledge, culturalities and epistemologies, since the successful maintenance in this environment is still a challenge. And it is dependent, therefore, on aspects of the subjective related to belonging and identification. 22

Based on the recognition of racism as a structure of Brazilian society, Gomes, Silva and Brito (2021) 24 present as a challenge the expansion of policies to overcome this determinant to other sectors of society, not just education, since social organization is modulated and interdependent on other areas. 24 Thus, they understand as a structuring potential that politics, sports, culture and the world of work evidence race as a determinant for social location, and from then on, act in favor of reducing inequalities. 24

Entry into the university environment is currently configured as a part of the combo that includes maintenance and permanence in the academy, experiencing it as a quality experience. In view of this, Lemos (2017) 21 argues in his work that, even when the Quota Law is effectively exercised, often the non-correspondence with other measures favoring belonging and maintenance at the university contribute to a stressful and negative experience, since the target of the policy still faces financial difficulties, access to cultural goods and prejudice. 21 Therefore, it also emphasizes the importance of academic research and extension activities with financial incentives essential to permanence. 21 With regard to perceptions of prejudice, the study discusses this experience as more evident in the medical course, justifying that it is a course marked by the ideas of meritocracy, with the policy of quotas being insufficiently justifiable from the perspective of this public. 21

Greater effectiveness of the policy was perceived in courses with a lower candidate/seat ratio; in undergraduate and day courses, in an empirical study carried out by Karruz (2018), 25 which highlights one of the limitations of the effectiveness of the quota policy. 25 This scenario reflects that, even if the law promotes greater accessibility, the perceived competition in more prestigious courses is still a barrier little overcome. 25

Considering that the literature already shows the diversity of the egress profile from the implementation of the Quota Law, and starting from the premise that the successful permanence and maintenance in an academic environment are related to a complex set of objective and subjective conditions, inevitably intersectional in terms of gender, race and class, in the Brazilian context, it is inevitable to perceive the complexity of the observations on the conditions for evasion. 26

The challenges relevant to the theme explored here are wide, with the collaboration of Pena, Matos and Coutrim (2020) 27 in describing the difficulties faced by students in higher education, encouraging the identification of the real material and didactic-pedagogical needs that guarantee the permanence of the student at this level of education. 27

The variety of research approach possibilities that aspire to the study of Law No. 12,711/2012 result in different results regarding the effectiveness of this policy. Senkevics and Mello (2019), 29 in their study, when associating data from the National Secondary Education Examination and the Census of Higher Education, found that the Quota Law has presented inclusive results on most Ifes (Federal Institutions of Higher Education) in Brazil - with contradictory effects in some, especially among students coming from public schools and self-declared blacks, browns and indigenous people. 29 This scenario is due, according to the authors, to questions not yet explored in the literature, such as a) the beneficiary profile of quotas for students in the public education network, considering the breadth of the criterion; b) the limitation of effectiveness that the quota based on income presents in covering black students; c) the inconclusive distinction of the effectiveness of quotas for courses of varied social prestige and financial return; d) and the impact of reservation of vacancies on performance. 29

Considering the approach of quota criteria associated with the objective of obtaining greater ethnic-cultural and social diversity in the Brazilian academic student profile, Souza et al. (2020) 30 conclude, based on their study, that racial inclusion policies subordinated to economics seem to be a barrier to the entry of non-whites into the Faculty of Medicine, which contributes to racial inequality. 30 Despite presenting itself as a specific research for the medical course, this scenario meets challenges already addressed in the literature regarding the effectiveness of the law. 30

Other results discussed in literary research were diversity restricted to specific courses, evasion and internal segmentation resulting in the reproduction of inequalities. 31

And with regard to Dentistry, the institutionalization of its elitism process takes place through the predominance of some factors, reproduced through a very well determined and delimited profile, categorically white. 32 With that, interests related to scientific production are conditioned to this social place, being produced by him and for him. 32 What gives the course a special configuration with regard to the use of racial quotas is that this, in addition to being characterized as a job that lists social prestige - unlike other courses with the same potential - requires, for its completion, a financial investment in dental instruments, incompatible with the reality of a significant portion of the Brazilian population. This fact is closely related to the tiny degree of diversity present in the course. 33

Therefore, the defense of Cavalcante et al. (2020, p. 662) 33 in explaining the need, in addition to allowing the insertion of quota holders in higher education, to allow and favor their permanence, through not only structural measures related to practical maintenance in this environment, but also measures of a subjective that foster in these students a sense of belonging so little evident in the academic path. 33 Upon concluding their research on the permanence of quota holders in the dentistry course, the authors summarize that:

“There are no signs of acceptance or guidance by professors and course managers, they are left 'to their own devices' experiencing an academic routine of symbolic violence and institutional racism arising from socioeconomic and racial inequalities” (Cavalcante et al, 2020, p.622) . 33

Finally, in view of the above, it can be stated that the academic experience, including dental training, is configured, in the best of scenarios, as an experience full of potential and development of objective and subjective skills for quota students, therefore, presenting as an experiment subject to symbolic violence and structural limitations that hinder broad professional development.

5 CONCLUSION

The conclusion of this work is that, since the regulation of Law No. 12,711, accessibility to Brazilian public and higher education by students targeted by this law is a major advance. This, in turn, combined with the greater aspiration for higher education, the diversity of the student body, the increase in the self-esteem of quota students, also made possible by the appreciation of the black identity, scientific production, and the social ascension resulting from professionalization in tertiary education by quota students

However, we found that, despite the evidence of prosperity, there are still limitations that interfere with the range of benefits arising from this policy. These obstacles can be perceived by tensions between quota holders and non-quota holders, obstacles arising from the criteria established for each quota, limited in covering the target public, as well as the effectiveness of the hetero-identification commissions, the restricted possibility of effectiveness of the law for courses of greater social prestige, as well as the demands related to permanence and reception, and the material and didactic-pedagogical difficulties inherent to the academy.

To conclude, in addition to maintaining the quota policy, it is fundamental to its continued improvement in order to minimize its limitations, until then, perceived in its practice.

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