Abstract

Two tendencies seem to be an essential part of the public policies in higher education in Venezuela. One is the mass enrolment, the second indoctrinación. The first policy reinforces the tactics of enrolment, denying the necessary obligations to create spaces for knowledge production. Politicians omits the fact of how each student of higher education requires a series of resources that otherwise debilitates the learning process and in that case the generations that come out of higher education will do with important deficits in their training. A case from a Venezuelan university, the Universidad Nacional Experimental del Yaracuy (UNEY) is taken, to justify the analysis.

Keywords

University higher education, development countries, Venezuela.