



TERRITORIAL DISTRIBUTION OF REGIONAL SCIENCE PROGRAMS IN BRAZIL

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Abstract

The heterogeneous form of occupation of the Brazilian territory is reproduced in the distribution of higher education supply in the country. Taking as a premise that higher education institutions as well as regional science are catalysts for development, the aim of this paper is to discuss the territorial *stricto sensu* courses of local/regional development in Brazil. The research is characterized as exploratory, quantitative approach with document design. The analysis showed the presence of uneven regional science graduate programs in Brazil, with the highest concentration in the South and Southeast regions and with a predominance of the institutions, which denotes the repetition of Brazilian regional asymmetries in higher education setting.

Keywords: urban and regional planning; local and regional development; regional science; higher education; territorial

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Introduction

In the last decades, the focus of research in various areas of knowledge began to consider the regional aspects, what makes to emerge a new investigation area called regional science, which houses researchers from different fields of knowledge, given the interdisciplinary nature necessary for the systemic understanding of territorial dynamics.

This perspective converges with updating the concept of development itself, what it is not a synonymy of growth and it begins to incorporate the social and environmental dimensions as well as the temporal perspective, inherent to the idea of sustainability, coupled with the assumption that the territory has an active role in the development process.

Captained by some areas that directed its studies for a regional perspective, among which the economy and the focus on productive agglomerations; the human geography and its territorial studies from the social dynamics; the architecture and the focus on the phenomenon of urbanization, the regional science attracted other areas of knowledge consolidating itself as an essentially interdisciplinary area.

In Brazil, the *stricto sensu* courses of regional development area, the classification adopted to designate the regional science studies, which gain strength in the last decades of the twentieth century, and also they become solid with the formalization of Planning and Regional Development/Demography area in Personnel Training in Higher Education Coordination (Capes), the government agency that is responsible for regulating, monitoring and promoting the *stricto sensu* graduated programs in the country. Some programs are still located and linked to another, relatively, new area of Capes, the Interdisciplinary.

The outline of this knowledge field adds to an expansion of higher education context in Brazil, the result of public policies that aimed at promoting both the expansion of access to university, historically driven to, until then, a socio-economic elite, as well as the deconcentration of higher education institutions (HEI) of the regions which present the best social and economic indicators, and also population density.

The convergence of these two factors - delimitation of the research field of regional science and expansion of higher education - results in an interesting combination, since the programs dedicated to regional science (which in Brazil have taken, mostly, the nomenclature of local development an/or regional) tend to enhance, in theoretical

and its subject matter, the role of institutional agent that is already developing promoter inherent in an HEI, manifested by teaching, research and extension tripod.

However, the expansion of HEI was through the opening public institutions and the representative participation of private institutions, which opens the reflection on the motivation and processes that determined the choices of the opening courses in different regions of the country. This fact relates to the territorialization of regional science teaching, study object of this article.

Setting the context, the aim of the paper is to think about territorial of *strict sensu* courses of local/regional development in Brazil, taking for granted that an HEI as well the regional science, are catalysts for development, since they empower hand work, produce specific knowledge of the locality and/or region in which they live, and they maintain dialogue with society, which is a favorable combination to the articulation of actions that move the territory.

This objective is justified by the form of occupation of the Brazilian territory is heterogeneous and sometimes has proved predatory because it tends to contribute to the intensification of social differences; it also shows in the Brazilian educational system (CUNHA, 2000). Guided to the occupation of decisions on marketing bases, it was formulated the hypothesis that private HEI tend to reproduce inequality, instead of taking the first role of nucleated institutions of territorial development, seeing its institutional nature.

Teaching territorialization in Brazil

It starts from the assumption that a country's education systems or specific territory are designed to promote the access to education, to offer opportunities that answer the aspirations of the population and the local institutions in order to contribute to the human, social, cultural and economic development, which tends to promote the development of the territory (NICO, NICO, 2013).

To discuss the teaching territorialization in Brazil, that is part of the concept of territory of Albagli, which supports the idea that "the territory does not reduce itself, to its material or concrete dimension; it is also 'a force field, a web or network of social relations' which project themselves into space. [...]" (ALBAGLI, 2004, p.26).

It is understood, then, that the territory constitutes: the physical aspects, including soil, water resources, air space; the political aspects, which include the official territorial division; the

economic aspects, given the existing productive potential; and the cultural aspects, as the land has a symbolic value.

The differences and territorial inequalities reside in both their physical and social characteristics, such as where they are located in larger structures. Each area is, thus, shaped from the combination of internal and external conditions and forces and should be understood as part of a spatial entirety. (ALBAGLI, 2004, p.27).

This perspective encourages the formation of the concept of territoriality, understood as a behavioral system, a vital aspect of survival, which covers the relationship between a social group and its means of reference, validating the theoretical assumptions by Santos (1996). "At the collective level, territoriality also becomes a means of regulating social interactions and strengthens the identity of the group or the community (ALBAGLI, 2004, p. 28)".

The construction of links between the qualification paths and local and regional economic rows, which may result in a more consolidated and immediate return in productivity, competitiveness and hence the production of wealth, must be links to privilege during the design of policies for education and training directed to the territories within the country. In fact, there are economic rows, within the more traditional activities of production of certified goods and in many areas of the local economy that could greatly benefit with an approach of qualification. This new approach will allow small local entrepreneurs, and respective contributors and to all who are responsible for the qualification of local people and life in the communities, to provide a very significant impetus to the local economic rows, incorporating capital, technology, creativity and innovation gains and in this way maximize the production of wealth in the territories, which is a sine qua non for the creation of employment and the fixation of

individuals and families. (NICO; NICO, 2011, p.23)

The constitution of the territory resulting from the social and economic experiments performed inside, what determines its characteristics. The expansion of HEI in Brazil due to the growth of capital in the country, especially with the intense industrialization held under the state protection, starting at the government of Getúlio Vargas. It is inappropriate to separate the territorial HEI's territorial from unequal development present in Brazil. The hypothesis that private HEI tend to reproduce inequality, instead of taking the first role nucleated institutions of territorial development, given its institutional nature, is guided in the functions established for public and private institutions in Brazil. The public institutions are designed to meet in their territory of installation, the needs related to the formation of skilled labor relates to the provision of public services and the economic production. Since, the private institutions, mostly concentrated in the consolidation of a business model focused at making a profit, which subordinates all other functions to the imperative of economic return on investment, uncommitted support for territorial development. It is necessary to distinguish among private institutions from those intended for profit and from others focused on promoting regional development as the Community and Confessional universities. However, the Brazilian private higher education institutions, mostly, are not associated with Community or Confessional institutions. In recent years, it was emphasized the presence of major educational conglomerates, whose commitment is to the investors, the evidence of the commercialization of education in the country.

The current scenario of HEI in Brazil corresponds to the spatial dislocation of the capital, according to Harvey's expression (2005). The author situates the reproduction of capital as temporal and spatial dynamics. To Harvey (2005), the capital of reproduction is located in time, socially, necessary to the rotation of capital from investment in production conditions, the production, the circulation and the consumption of goods and services produced and the realization of capital, which returns to investors increased by required profit in its continuing expansion. Harvey notes that this process links the capital turnover time its territorial, because the reproduction of capital takes place in the territory.

The expansion of HEI in Brazil is associated with territorial capital. Thus, that is why there is a concentration of HEI in the southern and southeastern regions, which are more populous and more economic activity and where the main cities of the country are situated. It is observed that the expansion of HEI takes place in a context delineated by significant asymmetries among the Brazilian regions, but also intraregional. The Brazilian industrialization, the support for the expansion of HEI in recent decades, deepened inequality characteristic of Brazilian society with the concentration of income and property, distance abysmal between the capital income and the labor income, the commoditization of the essential services such as education, health and housing (POCHMANN 2012; SOUZA, 2012).

The differences between the HEI refer to the role assigned to the State in the national development process. The public sector reserved the function of creating the conditions necessary for the expansion and reproduction of capital in the country. Since the beginning of more pronounced period of industrialization, with Vargas in the 1930s, the Brazilian government has supported the modernization of the country with subsidized credit by public financial institutions, state enterprises such as Petrobras and Eletrobras and educational and research institutions. However, the creation of conditions favorable to industrial expansion and activities related to economic growth did not result in effective actions to reduce social and economic inequalities in the country and it was worst by industrialization, especially during the military dictatorship (1964-1985). The socioeconomic differences between regions and intraregional were widened (VIEIRA; SANTOS, 2012).

The spatial displacement of capital cemented significant regional differences. The production of regional and intra-regional inequality associated expansion of capital the subordinate role of the national state in this process. The debate on regional development, inherent in the establishment of regional science emerges in Brazil in response to the asymmetries results from industrialization. Note the association between the effects of industrial activity with other forms of inequality present within national territory, the legacy of the past or spiked with economic growth. Under this view, the agribusiness updates the barriers to access to the property through land appropriation for the production of commodities, despite the environmental and social sustainability consistent with the responsible for the use of natural resources.

The diversity present in the country and the inequality among regions and intraregional regions stimulated, in this scenario, the incorporation in various areas of knowledge of regional aspects. When including the regionality as a research field, called regional science (in Brazil, the nomenclature adopted of mostly *stricto sensu* courses is local development and/or regional), sets up the reaction conditions related to spatial displacement of capital and derivatives asymmetries this process. The debate on regional development implied establishing a research field derived from the relevant challenges to understanding the various forms of regionalism and its features. Thus, the debate regarding research of regional and intra-regional asymmetries converged for updating the concept of development itself, which is no longer synonymous with growth and it begins to incorporate the social and environmental dimensions as well as the temporal perspective, inherent to the idea of sustainability, plus the perception that the territory has an active role in the development process.

Dallabrida (2011, p.19) defines the territory as the vector for the realization of the development as a form of distribution of economic growth:

The (local, regional, territorial) development can be understood as a process of structural change undertaken by a territorially organized society, supported by the enhancement of (general and specific, material and immaterial) active resources which exist on site, with a view to socio-economic dynamics and an improvement of their population life quality.

The author is part of the debate on regional development in the territorial perspective, conceiving it as a reference for the social and economic processes. Overcoming the dichotomy between growth and development, what happen with the social empowerment of vectors necessary for better distribution of socially produced resources. It denotes the central role of social organization in the territorial base, key resource for understanding of local and regional specificities and the formulation and implementation of public policies dedicated to regional development as proposed by Dallabrida (2011). The regional is defined as a factor of social articulation.

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capital. In this sense, the definition of the regional science research field combines to the expansion of higher education to outline the right conditions the formation of the *strict sensu* program dedicated to research of regional development. The formation of an area of research, the regional science, with *stricto sensu* studies program connected to the insertion regions, tends to enhance, in theoretical and its subject matter, the role inherent in a HEI, manifested by the tripod teaching, research and extension.

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In Brazil, the historical dynamics produced a territorial distribution of HEI quite uneven. The territorial decentralization of HEI gains traction only from the 1996 Directives Law and Basis. This process, however, is assumed largely by the private sector, which presents representative growth in the late 1990s and the first decade of the 2000s . Between 1995 and 2010 there was an increase of 49% of federal HEI and an increase of 207% of private HEI, considering the number of units (MARQUES; Cepeda, 2012). Lula government (2003-2010) invests in the expansion of public higher education, investing in the opening of new federal HEI.

The existence of higher education institutions (HEI) in various and dispersed locations in the country is a recent feature and therefore, the data are not conclusive, yet about the relationship between the presence of an HEI in the locality and the amplification of its potential development, although it is a hypothesis with high probability of being validated, given the analogy with experiences of other countries and even the institutional role of the University. According to Rego et al (2012, p.3)

This approach can be squared with the theory of location of tertiary equipment. According to the theory of central places of W. Christaller, applied to location of various points of a network of HEI, we can consider

that the location of HEI implies the existence of true 'access to good', alongside the need for the existence of a functioning market area. That is, on the one hand we can not admit the location of HEI in every city, due to the need of these institutions take advantage of a stronger potential demand, on the other hand, it is essential to ensure that individuals in various parts of the territory may effectively access, in conditions of reasonable balance to this level of education.

The existence of HEI does not automatically imply the contribution to regional development. However, its installation guarantees the presence of one of the vectors necessary to effect intrinsic territorial arrangements to public policies focused on regional development. Thus, it is understood the HEI as institutional actors with the potential to contribute to the management of the territory from the perspective of coordination between civil society organizations and the government. Dallabrida (2011) points out that the development of management associates public and private actors to consolidate a process that ensures social integration and autonomy for the different sectors of civil society. Under this perspective the HEIs fulfill an important role as they allow the installation space of articulation between research and debate on the most appropriate mechanisms to regional development policies. HEIs link the regional science to their object. To Wanderley (1984, p.7), "The term university is connected to many others - culture, science, higher education, research, autonomy etc. - It should be understood jointly. [...]."

HEIs are development poles in that through its activity, the human resources, the dissemination of knowledge, the information and the innovation, transmit growth impulses for the economic and social fabric surrounding. Through the performance of the teaching function, these institutions have a key role in the qualification of the workforce, particularly in that it is used in the surrounding area of HEI, which is reflected in improved productivity levels and competitiveness of the economy and the increase in earned income, including wages,

with consequent improvement in living standards. (REGO et al, 2013, p. 5-6)....

Recognize the importance of HEI involves the question about the social role of institutions responsible for producing knowledge and disseminate it. Contribute to social and economic development is not a result of its own actions of HEI. This performance depends on the regional integration of HEI, its articulation with the various sectors of civil society and the government. The history of the expansion of higher education shows its initial subordination to the formation of the national elite, under a scholastic perspective. The industrialization of the country has produced the need for skilled labor, which also met the aspirations of the middle class and workers in corresponding qualification rising incomes.

The unequal distribution of HEI corresponds to expanded territorial inequality with industrialization. It is observed the absence of a corresponding strategy to the articulation of HEI as suitable poles to promote regional and territorial development. Its expansion was due to the economic expansion, without the possible role of the condition of the development factors articulators.

Under the influence and the spread of liberal ideas, he sought the integration of education and research, [...]. Gradually, universities have to adapt to economic and social development processes according to the specific characteristics of each nation. Then thought to educate the children of the bourgeoisie, then they will be under pressure to meet the demands of social mobility of middle-class children. Gradually they have become the appropriate place to grant permission for the exercise of professions, through the recognition of qualifications and diplomas awarded by professional bodies and government. (WANDERLEY, 1984, p.18).

Sob o influxo e a disseminação das ideias liberais, buscou-se a integração entre o ensino e a pesquisa, [...]. Paulatinamente, as universidades terão que se adequar aos processos de desenvolvimento econômico e social segundo as características peculiares de cada nação. Pensada para formar então os filhos da burguesia, logo elas serão

pressionadas a atender aos reclamos de mobilidade social dos filhos da classe média. Pouco a pouco elas se transformaram no lugar apropriado para conceder a permissão para o exercício das profissões, através do reconhecimento dos títulos e diplomas conferidos por órgãos de classe e governamentais. (WANDERLEY, 1984, p.18).

However, the Brazilian urbanization, especially the expansion of cities, and social pressures for public policies able to contribute to reducing social and economic inequality are pushing for a more incisive performance of IES. Hopefully, socially, that HEIs operate to form more qualified staff and collaborate to reduce disparities in the country. Thus, the regional science in Brazil responds to pressures resulting from unequal regional development and the expectations of various sectors of society and Brazilian researchers.

The rise of universities belong to a class of cultural moments through which the discontent of a generation with the state of its intellectual heritage led to a circle of new achievements. (MINOGUE, 1981, p.22).

It denotes that the situation related to the formation of regional science shows significant differences in the elitist assumption associated with education in Brazil, especially when they were created the first institutions of higher education. The colonial period to the early years of the republic of an unveiled resistance to the idea of creating universities in Brazil, as stated Sawaarya (2010), "[...] more than two dozen proposals were shown and all of them were high and dry." (SAWAARYA, 2010, p.15).

The higher education in the colony to Portugal was improper, because Portugal blocked any cultural growth that could cultivate the teaching of science, literature and the arts, so have all the necessary control within Brazil, with this Portugal ceded scholarships for Brazilians elitist class, the fact that the bags were restricted to subjects

such as mathematics, medicine and surgery. (SAWAARYA, 2010 p.15-6).

Under the aegis of the industrialization process, accelerated in the country from the 1950 decade, it is enacted the first Law of Directives and Bases of National Education, Law No. 4024, 1961 (OLIVEN, 2002).

The standardization of Brazilian education advocated by the new constitution is then formalized by the Law of Guidelines and Bases of National Education (Law No. 9.394 of December 1996), supported by interests and clashes similar to that nourished the discussions surrounding the publication of the first LDBN , Law No. 4024 of 1961 saved the proper proportions and social context, according to analysis Frauches (2012).

The project of university reform (Law n.5.540 / 68) sought to answer two contradictory demands: on the one hand, the demand from young students or applicants for university students and professors who demanded the abolition of the chair, the university autonomy and more money and more vacancies to develop research and expand the university's range of action; on the other hand, the demand from groups linked to the regime installed by the military coup that sought to link more strongly higher education to market mechanisms and the political project of modernization in line with the requirements of international capitalism (SAVIANI, 2010, p.9).

From the 1988 Federal Constitution, and legally supported also by LDBN No. 9.394 / 96, the Brazilian HEI now have the following categorization, for the administrative expertise and funding: public and private. Educational public institutions are those maintained by the Government, in the form (1) Federal, (2) State or (3) Municipality. These institutions are funded by the State, and do not charge tuitions, annually or monthly. The private HEIs are private, with or without purpose of profit. The non-profit purpose institutions are the Community,

including in their organization sponsor community representatives; the Confessional ones are that meet certain confessional and ideological orientation; and the Philanthropic, providing services to the population, in additional feature to the governmental activities (art. 20 of the LDB). (ITAMARATY, 2015).

The table 1 shows the participation of HEI in the Brazilian macro regions.

Table 1: Higher Education Institutions in Brazil

Macro region	total HEI	% Public	% Private
N	146	50	50
NE	446	15	85
MW	241	8	92
S	413	11	89
SE	1145	12	88
FD	62	5	95
Brazil	2391	13	87

Source: INEP, 2013.

It is noted the broad participation of private higher education in the country, what is possible to infer that most institutions will be based on the logic of the market, based on supply and demand as a first vector that drives the management of the HEI. This fact is reflected in the provision of courses, linked to an immediate demand of local economic forces, which is configured as an inhibitor of territorial development in the medium and long term, for the formation correlates the immediate market demands, including competition of private HEI in attracting undergraduates and post-graduate students. The share of private HEI is located in the expectation of obtaining profit, independent of a territorial development perspective with the relationship between public policy resulting from state action associated with the representation of organized civil society.

Table 1 shows the predominance of private institutions throughout the country except the northern region. This difference corresponds to the northern part of the country features, specially to present a narrower consumer market, less attractive to the private

sector. The other regions have predominance of private HEI. However, it is necessary to point out that among the private institutions there is some diversity in the presence of confessional and community institutions whose purpose is to contribute to development the insertion locations. Community private institutions are significantly gifts in the South and stand out because they act as private entities of public law, with broad participation of civil society and their representatives of the public authorities in their management. It is necessary to highlight the role of confessional institutions dedicated to both the representative of the sponsors religious organizations of their activities and the effective contribution to the advancement of education and knowledge production.

However, most private higher education institutions are located in the business perspective. Their essential aim is to obtain profit for their controllers. Of course, their performance generates qualification, but their insertion occurs in locations with power consumption, which ensures return on the investment realized.

The field of Regional Science studies in Brazil

In Brazil, the regional studies are formally situated in the area of Applied Social Sciences under the name of Urban and Regional Planning / Demography. The area formation is linked to Brazilian history. The modernization of the country by industrialization, with the expansion of regional inequalities provoked debate about the actions concerning the confrontation of asymmetries in the country. This debate is part of the discussion held by economists, sociologists, geographers and historians on outlined conditions of the Brazilian development (CANO 2007; Furtado, 2007). It is noted the effectiveness of this discussion in the screening caused by the Cold War, in the 1950s and beyond. The politicization of the examination of Brazil's development stemmed from the need to overcome historical barriers related to concentration of land ownership and the present income in the country. Several actors have contributed to the examination of the conditions for the Brazilian modernization and national development profile highlighting the Economic Commission for Latin America and the Caribbean (ECLAC) and economists associated with it, especially Celso Furtado (VIEIRA; SANTOS, 2013).

However, the politicization of the debate on Brazilian development was permeated with the battle for control of the state and the definition of national development conditions, culminating with the State 1964 coup and the installation of a civilian-military dictatorship.

The debate is banned on Brazilian asymmetries and its correlation with a conservative modernization, whose antidote corresponded effective implementation of public policies associated with improvement in income distribution and property, rejected by the forces responsible for breaking the constitutional order in 1964. The ban of the academic debate on the development was done with political repression to the concerned researchers to discuss the implementation of public policies focused on the fight to the regional asymmetries as endemic hunger response, the shortage of resources for the education and the health, the land reform and the raising of the workers income.

The proposals related to territorial development derived from the contributions of Celso Furtado (2007), Josué de Castro (2008) and the ones called developmental were crowded out by a centralist-technocratic-authoritarian derived perspective of the typical power to exercise civil-military dictatorship present in the country between 1964 and 1985. In Brazil, the regional studies formally situated in the area of Applied Social Sciences under the name of Urban and Regional Planning / Demography It is institutionalized under such circumstances. However, the centralist-technocratic-authoritarian perspective faced resistance from researchers. In Brazilian universities repression carried out by the civil-military regime was faced with the political and intellectual resistance. The systematic persecution of researchers was unable to prevent the formation of a critical position to the effects of conservative modernization, especially the deepening of regional imbalances.

In the 1980s social movements participated actively in the democratization process with decisive action to end the civil-military dictatorship. It is observed, however, that the formal restoration of democracy, including a new Constitution in 1988, did not ensure automatic execution of democratic processes. The presence of agency during the civil-military dictatorship strengthened the systematic exclusion of the population from the political process and the lack of transparency of public institutions, present since the colonial period. It was, in the framework of the restoration of democracy to change the design of public institutions in all sectors of the Brazilian State. The new political reality was permeated with the search for new forms of participation in public administration, setting up the role of social movements and urban left side. Among the most debated topics in the 1980s is political and administrative decentralization, a central theme in research relevant to regional and territorial development (DALLABRIDA, 2011). It denotes the search for public administration

parameters able to promote democratic inclusion and administrative and political decentralization, in a critical and opposite perspective to the centralist-technocratic-authoritarian conception derived from the typical power to exercise civil-military dictatorship present in the country between 1964 and 1985. The 1980s the situation allowed the visibility of propositions derived from the resistance to the bias imposed by the civil-military dictatorship to regional studies on the area of Urban and Regional Planning / Demography.

It is noted that the trajectory of regional science in Brazil is characterized by the absorption of the conditions present in each historical conjuncture, which implies a non-linear process as to their establishment. In the 1990s the guidance related to political decentralization, democratization of public administration derived from the contribution of a left political and intellectually linked to the debate of urban and territorial issues experienced the impact of the neoliberal policies pursued in the mandates of presidents Fernando Collor de Mello and Fernando Henrique Cardoso. The neoliberal perspective imposed an agenda characterized by proposals dedicated to market-related planning and the reduction of state action, with inhibition of public policy. It was delineated a scenario marked by debates between liberal theoretical conceptions pro-market and economic deregulation as opposed to critical perspective of upsurge of regional imbalances and social inequalities under the impact of neoliberalism.

The first decade of the twentieth century presents a different picture. The change at the federal level, with the presidency of Luiz Inacio Lula da Silva, represented the departure from the neoliberal perspective and resumption of State leading role in the formulation of public policies related to regional development in the territorial perspective. Federal programs dedicated to acquiring food for the supply of public school students with the encouragement of family farming, territorial and social development and the expansion of federal public universities and federal institutes (technical education) acquired emphasis, associated with a broader array, Growth Acceleration Program. Such situation has encouraged the expansion of investigations related to the outline of regional development paths and evaluation of public policy effects.

Another factor that boosted the debate over the territory in local perspective is the Statute of Cities. Just from the promulgation of the 1988 Constitution, legal framework of the post military dictatorship democratization process, municipalities acquire management

autonomy, becoming responsible for their own planning. Although, the elements were created for the manipulation of the municipalities, among which the legal requirements set by the City Statute, these Brazilian states face in practice barriers to municipal governance, which directly impacts the medium and long perspective deadlines envisioned by the urban planning. Among the most common barriers, the budget is an obstacle, since most municipalities depends on the state of the transfer of funds, given the low collection of taxes and the inability to generate revenue from local resources. This scenario justifies the recency of training courses aimed at regional science in Brazil, scoring more expressive in the late 1990s and early 2000s.

Method

The research is characterized as exploratory, quantitative approach to document design and cross-sectional. As delimitation, was defined as the study area, the Brazilian territory, and as the unit of analysis macro-regions and states.

As a documentary source, it was used the database Capes to identify the courses, as the Capes is the regulatory and legislative body of the graduate and the public database of the Brazilian Institute of Geography and Statistics (IBGE) for collection socio-economic data for the states and geographical regions. The time frame of the study was longitudinal, with collection in September 2015.

The identification of resources related to the field of regional science, were considered the courses related to the area of Urban and Regional Planning / Demography (PLUR), of which the demographics courses were excluded, and the Interdisciplinary area (INTER), that covers a representative number of courses on regional science. The area covers 296 courses in total, of which 45 were identified with the field of regional science. There was a difficulty in categorizing some courses, given the diversity of possible classifications and the possibilities of interdisciplinary links between the areas. To do this, the categorization was made from the account of the existence of regional character research.

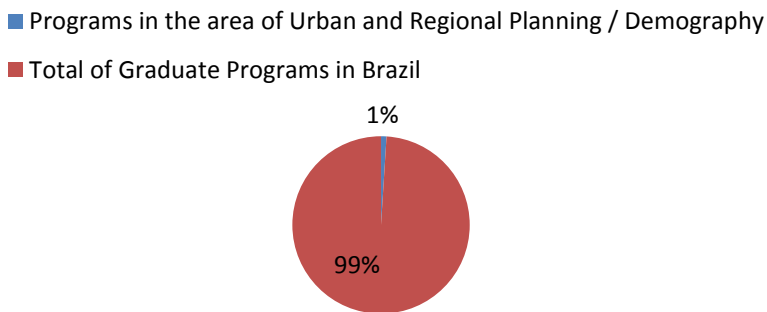
Results and discussion

The distribution of the *stricto sensu* courses in Brazil related to regional science is the characteristic tension resulting asymmetries of uneven development of regions. The installation of the courses is conditioned to the needs of regions that require development activities

or that have a more established economic dynamics, since the constitution of the higher education market in Brazil, formed by public and private HEIs. Nevertheless, the expressive regional diversity of the country is not already quantitatively reflected in the provision of courses related to regional science. Figure 1 shows the tentative participation of courses aimed at regional science in Brazil.

Figure 1: Regional Science Courses Participation in Brazil

Participation of Regional Science programs in graduate scenario in Brazil



Source: Adapted from Capes, 2015.

It is observed the timid participation of regional science area in relation to a number of areas that make up the graduation in Brazil. This can be explained by the recent period that formed the area in Brazil. Only from the 1970s for the creation of graduation courses linked to regional science. The interdisciplinarity of regional science, in a historic moment the initial expansion of graduation in Brazil, predominantly disciplinary approach, contributed decisively to the restriction of the courses associated with regional science in the country. It is set up currently, the trend appreciation of interdisciplinarity as a research field and construction of knowledge, which sets the growth potential of the courses associated with regional science. Table 2 shows distribution of graduation programs linked to regional science in the Brazilian states. It denotes the presentation of

courses of graduation programs associated with the area of Urban and Regional Planning (PLUR) and the Interdisciplinary area (INTER) with related activities at the regional science.

Table 2: Distribution of graduation programs in Brazilian States

State	PLUR	INTER	TOTAL
RO	0	1	1
AC	0	1	1
AM	0	0	0
RR	1	0	1
PA	1	4	5
AP	1	0	1
TO	2	0	2
MA	1	0	1
PI	0	0	0
CE	0	1	1
RN	1	0	1
PB	1	0	1
PE	1	1	2
AL	0	0	0
SE	0	0	0
BA	3	2	5
MG	2	7	9
ES	0	1	1
RJ	3	3	6
SP	3	11	14
PR	4	4	8
SC	4	3	7
RS	4	2	6
MS	1	2	3
MT	0	0	0
GO	2	2	4
DF	0	2	2

Source: Adapted from Capes, 2015.

It is possible to note the heterogeneous distribution of graduation programs on regional science in the country. This diversity occurs because of asymmetries in the country, resulting from an economic dynamic producer of regional inequality. Hence the reduced presence of courses related to regional science and development perspective in regions that require appropriate actions to face the difficulties present in the territory.

Table 3: Distribution of graduation programs in Brazilian macro regions

Macro region	plur	inter	total
North	5	6	11
Northeast	7	4	11
Southeast	8	22	30
South	12	9	21
Midwest	3	6	9

Source: Adapted from Capes, 2015.

The distribution of programs for macro-regions shows noticeably inequality of land distribution programs linked to regional science in Brazil. The Southeast and South, which have broader and more consolidated market, concentrate the relevant graduation programs at regional science. While the other regions, Northeast, North and Midwest have a smaller share of graduation programs related to regional science. Although they demand greater understanding of their challenges to the implementation of public policies related to development, there is need for greater attention to regional science in these macro regions.

Table 4: Indicators per state *versus* distribution of programs

State	estimated population 2015	area (km ²)	Demographic density (hab/km ²)	Household monthly nominal income per capita of resident population 2014 (Reais)(1)	Numbers of municipalities	HDI M-2010	Regional Science Programs (PLUR + INTER)
RO	1.768.204	237.590,54	6,58	762	52	0,690	1
AC	803.513	164.123,74	4,47	670	22	0,663	1
AM	3.938.336	1.559.148,89	2,23	739	62	0,674	0
RR	505.665	224.303,19	2,01	871	15	0,707	1
PA	8.175.113	1.247.954,32	6,07	631	144	0,646	5
AP	766.679	142.828,52	4,69	753	16	0,708	1
TO	1.515.126	277.720,57	4,98	765	139	0,699	2
MA	6.904.241	331.936,95	19,81	461	217	0,639	1
PI	3.204.028	251.611,93	12,4	659	224	0,646	0
CE	8.904.459	148.886,31	56,76	616	184	0,682	1
RN	3.442.175	52.811,13	59,99	695	167	0,684	1
PB	3.972.202	56.469,74	66,7	682	223	0,684	1
PE	9.345.173	98.149,12	89,62	802	223	0,673	2
AL	3.340.932	27.774,99	112,33	604	102	0,631	0
SE	2.242.937	21.918,49	94,36	758	75	0,665	0
BA	15.203.934	564.733,08	24,82	697	417	0,660	5
MG	20.869.101	586.519,73	33,41	1.049	853	0,731	9
ES	3.929.911	46.096,93	76,25	1.052	78	0,740	1
RJ	16.550.024	43.777,95	365,23	1.193	92	0,761	6
SP	44.396.484	248.222,36	166,23	1.432	645	0,783	14
PR	11.163.018	199.307,95	52,4	1.210	399	0,749	8
SC	6.819.190	95.733,98	65,27	1.245	295	0,774	7
RS	11.247.972	281.731,45	37,96	1.318	497	0,746	6
MS	2.651.235	357.145,53	6,86	1.053	79	0,729	3
MT	3.265.486	903.378,29	3,36	1.032	141	0,725	0
GO	6.610.681	340.111,38	17,65	1.031	246	0,735	4
DF	2.914.830	5.780,00	444,66	2.055	1	0,824	2

Source: Adapted from Capes and IBGE, 2015.

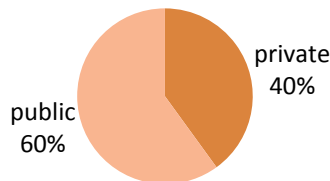
The distribution of graduate programs dedicated to regional science in Urban and Regional Planning Committee denotes the predominance of public higher education institutions. There is the convergence of a related area of diagnosis and proposal of public policies and the greater presence of public institutions in graduation programs related to regional science. This distribution follows from the own dynamics of regional science in Brazil, dedicated to the evaluation of regional asymmetries and interregional, which removes private institutions, focused mainly on profit taking. It should be noted,

among private institutions present in PLUR the presence of community and confessional-private institutions, with distinct profiles of other private HEIs. The Community and Confessional private institutions show greater dialogue with civil society and meeting their demands. The case of Community private illustrates the argument. They are concentrated mainly in southern Brazil, they were constituted from local initiatives arising from the need for qualification of workers to the private sector and public profile geared to meeting the needs of regional development. The Community private has its attention focused on local / regional social relations, which makes getting over a means, not a purpose.

The configuration of PLUR presents a very different picture of the Brazilian higher education profile, outlined with the predominance of private HEIs. Overall table private institutions non-denominational and non-Community prevail hegemonic mode. The orientation is denoted for the immediate satisfaction of demands and market trends among most HEI, as the sector's characteristic is set upon the provision of education services as a product and not as a resource for social development, particularly in the territorial scale /regional. This profile is different from that seen in PLUR, with a predominance of public institutions and even among private with significant presence of community and confessional institutions.

Figure 2: Distribution of Programs of Urban and Regional Planning area by HEI type

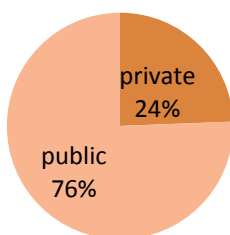
Distribution of programs / courses by type of institution - URBAN AND REGIONAL PLANNING



Source: Adapted from Capes, 2015.

Figure 3: Distribution of Programs by Interdisciplinary areas by HEI type

Distribution of programs / courses by type of institution - INTERDISCIPLINARY



Source: Adapted from Capes, 2015.

It can be argued that the nature of the area as well as the research object determines what kind of institution will be prevailing. In the case of PLUR the majority presence of public institutions, community and private confessional stems from the lack of attractiveness that assessment and policy proposal presented to private institutions dedicated to meet market demands. The dialogue with the public sector in its various spheres arouses most interest to these HEI profiles. Similar correlation is found between the institutions of the Interdisciplinary area devoted to regional science. It is noteworthy that among 296 courses related to INTER, 45 are associated with regional science.

It can be also noted that in Brazil the graduation receives greater attention from public institutions or private confessional and community institutions. The prospect of private HEIs anchored in the market is treating higher education as just business. Since the recent expansion of higher education in Brazil, especially at the under graduation, the private HEIs are focused on meeting this demand that has lower costs and higher rate of return compared to *stricto sensu* studies.

Final Consideration

The purpose of the article is a reflection on the territorialization of the local / regional development *stricto sensu* courses in Brazil, taking for granted that an HEI and the regional science, are catalysts for development, since that empower labor, produce specific knowledge about the location and / or region to which they belong, keep dialogue with society, which is a favorable combinatorial to the articulation of actions that favor the development of the territory. The hypothesis was formulated that private HEIs tend to reproduce inequality, instead of taking the first role of nucleus institutions of territorial development, as its institutional nature, this idea that was validated after understanding the territorialization of *stricto sensu* courses devoted to regional science.

The analysis of territorial distribution of the *stricto sensu* courses associated with two committees from CAPES devoted to regional science, PLUR and INTER, demonstrated the unequal presence of graduate programs in Brazil. There is the concentration in the South and Southeast with predominance of public institutions and significant presence of community or confessional - HEIs. This setting denotes the repetition of Brazilian regional imbalances in higher education setting. The spatial displacement of the capital caused inequality between regions and within higher education such structural conditions of Brazil's asymmetries are manifested.

The data indicate the need to outline the actions of HEI as development processes nucleus, in order to their ability to establish dialogue with the different sectors of society and their potential in becoming vectors for implementation of public policies of territorial development. However, the majority presence of public institutions in *stricto sensu* programs dedicated to regional science shows that this commitment can only be made by unrelated HEI of market dynamics, coupled with the pursuit of rapid financial return.

It is set up for the challenge to further expansion of public institutions and even religious or community able to break the dominance of market logic and coordinate the production of knowledge in regional science. However, it is urgent to note the need for a stronger role of the graduate studies program in the North, Northeast and Midwest of the country as a resource for assessment and implementation of public policies for development.

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