

The Professional Insertion Of Graduation Course Graduates From A Community University: A Case Study Of The Perception Of Regional Development

Luciano Bendlin¹, Chimene Jinielle de Almeida², Solange Sprandel da Silva³,
Ronaldo dos Santos Alves Rodrigues⁴, Cibeli Aparecida Schidolski⁵

¹Strict programs/ Contested University, Brazil), ²Strict programs/ Contested University, Brazil, ³Strict programs/ Contested University, Brazil), ⁴University Of Paraná (UFPR) and University of Contestado (UnC), Brazil,, ⁵ Strict programs/ Contested University, Brazil),

Abstract:

This study deals with the professional insertion of graduates from undergraduate courses at a Community University, being a case study of the perception of regional development, with the objective of evaluating the contribution of Higher Education Institutions to the career of their graduates. Through a positivist perspective, using a quantitative method through data collection through a structured, self-administered questionnaire, it was possible to obtain 209 responses from graduates, providing relevant information for further analysis. With 38% of the average response rate, graduates demonstrate that they are satisfied with their career after graduation, responding to the first specific objective of the study, for which it was proposed to analyze the perceptions of graduates regarding the contribution of their training to their professional career. With regard to the contribution of graduation training and insertion into the labor market, 39% of graduates state that it contributed partially, responding to the second specific objective of this study, which proposed to raise the difficulties and expectations in professional insertion in the labor market in view of the Completed courses. Of the graduates participating in the survey, 38% are satisfied with the contribution regarding the expected return of the undergraduate course, responding to the third specific objective of this study, of analyzing the perception of graduates regarding the return of their training. Prospecting contributions to training in regional development is the fourth specific objective of this research, which is achieved by checking each item of all survey questions and revisited theories.

Key Word: Economic growth. Education. Higher education institutions. Job market..

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I. Introduction

The interest in the positioning of graduates in the socioeconomic context is not something new, in the 1970s, studies aimed at the professional future of higher education graduates became more noticeable, inserted in a context of quantitative and organizational transformation of higher education, aimed at a profound evolution of the labor market (PAUL, 2015).

Regarding surveys carried out to know the profile of higher education graduates Paul (2015, p. 321) explains that "institutions must convince themselves that surveys are essential tools to improve the functioning of higher education and that they provide important information to students and their families". In the labor market with questions that progress incessantly, HEIs (Higher Education Institutions) must constantly reconsider their planning regarding the provision of training and pedagogy. In this sense, the research carried out with the graduates represents an essential element as a source of this reflection. Thus, a superior learning of their performances and their obligations can be a considerable benefit for the better performance of institutions (PAUL, 2015).

The completion of a course in Higher Education happens under an expectation of personal and professional growth, along with the diploma, the professional who graduates is loaded with plans for a better future. "For these graduates, holding the title represents an important step towards a better socioeconomic situation than that experienced by their family environment" (VARGAS, 2011, p. 155). Higher Education Institutions play a very important role in human development, training people to take on professional roles should not be the only focus of HEIs, but also contribute to the development of a better society. According to Rocha Neto (2003) Brazilian Universities must move beyond professional training, also enabling education for life, thus fulfilling their social role.

A University can impact the community where it is inserted in different ways, just the fact that it exists expands the possibilities of formal education for the local population. As a consequence, for its operation, a University needs professors, technical administrative staff and diverse workers, its installation generates jobs. To be considered a University, it necessarily needs to carry out research and extension projects, thus being able to contribute to the social, scientific and technological development of the region, as well as, some Universities can impact the community in aspects such as image and culture of the region (FILHO, 2018).

This research seeks to understand the existing relationships between the insertion of higher education graduates in the labor market and regional development. The existence of regional development generated from qualified professionals is undeniable, the opportunities that arise as a result of completing higher education can positively impact the graduate's personal and professional life, as well as the possibility of positively influencing local growth and development. The relationship between higher education and regional development is affirmed by Lippi (2018, p. 77) "higher education is an essential level of education for the development of any society, as it qualifies the workforce, promotes social mobility and increases the economy , creating added value".

According to Luger and Goldstein (1997; apud DRUCKER; GOLDSTEIN, 2007) the awareness of university influence in the regional environment, evidences a series of contributions that universities make available in the region where they are inserted, whether intellectual, social, cultural or recreational, captivating a centralization of suitable specialists for the performance of the work, innovative and imposing a regional performance. There is considerable effort devoted to understanding the contributions of universities to the functioning of regional economies (DRUCKER; GOLDSTEIN, 2007). In this sense, it is evident the importance of discussing the position of graduates in the socioeconomic context, through the application of research instruments, so that it is possible to understand the effects of graduation for professionals, awakening interest in examining the complex relationships between higher education and the work market.

Since undergraduate courses have a direct and indirect influence on the region where they are located, in order to generate more results, considering the lack of data on where they are, how much they earn, difficulties and expectations, this study seeks, through a method of quantitative research, to investigate the performance and professional insertion of graduates from undergraduate courses, based on the following research question: What are the contributions of Higher Education Institutions to the careers of their graduates? To answer the research question, the general objective was: To evaluate the contribution of Higher Education Institutions to the career of their graduates, and as specific objectives: to analyze the perceptions of graduates regarding the contribution of their training to their professional career; raise the difficulties and expectations in the professional insertion in the labor market in view of the courses taken; analyze the perception of graduates regarding the return of their training; and to prospect contributions for formation in the performance of the regional development.

This study is relevant as it causes contact between the Higher Education Institution and its graduates, which can reflect on mechanisms of institutional self-assessment, actions and programs to improve the pedagogical projects of the courses, aiming at educational quality as well as knowledge about the profile of graduates after graduation. course completion. Since "the role of universities in the regional development process has received increasing attention in recent years and is being considered as a key element of this process" (ROLIM; SERRA, 2009, p. 89). When it comes to qualified human capital, universities contribute as teaching, research and knowledge transfer agents, through the training of professionals capable of generating innovations, enabling the socioeconomic transformation of regions through the transfer of knowledge to the various industrial segments, being It is undeniable that universities that provide specialized human capital intensify technological progress, creating conditions for the growth of more efficient and dynamic regional economies, having a very positive impact on the regions where they are inserted (SERRA, ROLIM, BASTOS, 2020).

The importance of researching the evaluations made to the courses, taking into account the perspective of the graduates as an indicator, considering that there are few studies focused on this subject, the existing studies, for the most part, seek to identify the factors that are considered essential by the graduates for their development and completion of graduation, and few studies identified that manage to define trends between the profile formed by undergraduate courses and the work condition of the egress (INEP, 2015b) thus justifying the importance of introducing the discussion regarding the situation of egresses from the undergraduate course. higher education in the labor market, highlighting the coherence of the chosen theme, which has great social relevance and theoretical and practical relevance, fulfilling one of the main functions of the research.

II. Literature review

Higher education in Brazil

Higher education in Brazil encompasses sequential courses by field of knowledge at different levels of coverage, undergraduate courses , for those who completed high school or equivalent and classified in the selection process; postgraduate courses , comprising master's and doctoral programs; specialization, improvement and other courses, for candidates who have graduated from undergraduate courses, provided that they meet all the

requirements of educational institutions; and extension courses, for candidates who meet requirements established by educational institutions (BRASIL, 1996).

A peculiarity of development in the last century has been the significant growth of higher education and university education. In 1900, in the world, few young people were enrolled in universities, only one hundred, but during the twentieth century it grew to one in five (SCHOFER; MEYER, 2005). Since the 1960s and 1970s, there has been a significant increase in the number of enrollments in higher education, as an example, in Europe, more specifically in France, they tripled between 1970 and 2010, in Latin America, those enrolled were multiplied by eleven and in the Brazil by fifteen (PAUL, 2015).

In Brazil, in 2020, there were 8.45 million undergraduate students, 75.4% of whom were enrolled in private universities (GUSSO, 2020). The evolution of the Number of Enrollments in Brazilian Higher Education, when observing the total number of enrollments, considering public and private networks, from 2018 to 2019 there was a growth of only 1.8% of enrollments, from 2019 to 2020 there was a decrease in the number of enrollments, probably caused by the beginning of the Covid-19 pandemic in the country, which caused the cancellation of face-to-face classes and caused several institutions to adopt emergency remote teaching. In this scenario, there is a 6.0% drop in students in the public network and a 3.1% increase in enrollments in the private network. It can be seen that 2021 should register a drop of about 7.0% in total enrollments, according to projections made by the Semesp Institute based on the Continuous PNAD of IBGE, 2022 (SEMESP, 2022).

The history of the Brazilian university emerges with the ability to prioritize the elite, forming the most financially favored, with the purpose of providing the progress of science and technology, and with the task of instructing the ruling classes and idealizing secondary and higher level teachers (RIBEIRO ; 2013).

Currently, there is a strong conception where teaching is no longer seen only as the transmission of content, but rather contemplating the development of the capacity for professional performance, or professional behaviors, considering that the development of professional behaviors involves transmission of content, but with a even greater scope, also demanding criticism, analysis and systematization of acquired knowledge, contemplating the understanding of different areas of knowledge. HEIs must transform knowledge into professional behaviors as well as present such behaviors with the aim of transforming a social reality into a more promising reality, they must develop the student's ability to characterize social reality and, based on the knowledge and technology available , determine professional and personal behaviors that increase the quality and effectiveness of their activities. In this sense, Higher Education must teach and, more than pass on content, enable the student to characterize and deal with the needs of society (GUSSO, 2020).

Graduate from Higher Education

The significant contributions of graduates to HEIs can be seen when there is a policy for monitoring graduates provided for in the National Higher Education Assessment System (Sinaes), established by Law no. 10,861, of April 14, 2004 (BRASIL, 2004). The report deals with the performance of graduates in the socioeconomic environment, as well as their participation in the life of the institution in which they graduated, using the participation of graduates as a determinant in mechanisms of institutional self-assessment (INEP, 2015a).

The Ministry of Education, through the Secretariat for Professional and Technological Education (SETEC, 2021), suggests that the follow-up of graduates should observe the time it took for the graduate to enter the job market; the direct relationship between technical training and its professional insertion and the complexity of this insertion; permanence in the professional environment; the time for reinsertion, in case of unemployment, if the training contributed to your civic and personal life; and, if the technical training encouraged the continuity of studies or specializations in their area of expertise. In this context Serra, Rolim and Bastos (2020, p. 116) state that the “competence profile of university graduates after graduation conditions their future professional opportunities; constitutes the basis on which the learning acquired through practice and experience accumulates throughout the professional trajectory”, from this perspective and seeking to observe the characteristics of the transition of the egress to the professional environment, later we present constructs referring to the relationship between higher education and the labor market.

Higher education and the labor market

Universities contribute to the professional training of their students in order to enter the labor market and train great specialists in sufficient numbers to ensure the development of society in that region by applying the knowledge acquired, say Nowotny, Scott and Gibbons (2001). Since “[...] professional insertion is a process of fundamental importance, as it is about learning the relationships of each group within the work environment” (DE OLIVEIRA, 2012, p. 125).

De Oliveira, Piccinini and Silveira (2010) classify work as a fundamental category in the lives of individuals, considering that it goes beyond an indispensable economic dimension for the satisfaction of material needs, being essential as an element of integration. The authors emphasize that work is a fundamental element in the

constitution of the human condition, as it is a determining factor of the individual's experience in social integration and personal fulfillment, being related to the different stages of life, encompassing study, work activity and retirement, in this sense functioning as a form of social regulation, organizing the time and space of individuals' life activities.

The worker's profile and labor relations undergo major changes constantly, among other factors, as a result of transformations that occur in the market due to the internationalization of capital and the globalization of the economy. Among these changes, there is the end of the lifetime contract between employee and employer, establishing the end of stability and demanding a professional profile that can manage his own career. make a professional qualified to work in different areas and professional activities, employability comprises the discussion of this profile, which is defined by a group of characteristics that give the individual a differential to work in the professional area, among them: autonomy, systemic thinking, self-perception, self-motivation, intellectual capital, capacity for social analysis, personal vision of the future and interpersonal skills (INEP, 2015b).

Such transformations in labor relations are directly related to young people who, upon entering the labor market, perceive a reality for which they were not prepared. It is noticed that managers of large organizations emphasize the importance of valuing intellectual capital and recognizing the importance of people and their growth as a relevant source of influence to generate competitive advantages, while investing in automation and routinization of functions, causing growth flexible, precarious and informal employment relationships. (DE OLIVEIRA; PICCININI; SILVEIRA, 2010 p . 172).

When we enter into a reflection on the relationship between higher education and the labor market, it is possible to verify the existence of occupational deviation, defined by Paul (1989) as professional situations unrelated, or little related, to the course attended by individuals, referring to the comparison between the specific qualifications learned in higher education and the specific qualifications required by the job, where the occupational deviation analyzed in terms of the different skills acquired and used can, in some situations, lead to a less negative dimension than the one normally disseminated.

Whereas, general qualifications refer to those obtained in general training courses, and can be used in any job, while specific qualifications, obtained in specific training courses, can be useful only in a given job (BECKER, 1964) . There are several professionals in a condition of underemployment, "which refers to situations where the individual occupies a job corresponding to a level of qualification lower than their level of training (a sociology graduate occupying, for example, a job as a secretary)" (PAUL, 1989 , p. 03), a situation common to many professionals with little training time. In this sense, it can be said that when "the job coincides with the same area of training, certainly the gains in terms of experience are greater than those who work in a different area" (LUCKMANN; CIMADON, 2020, p. 71). Moraes and Rocha-de-Oliveira (2021) deal with the condition of underemployment as the downgrading of diplomas , and state that this fact does not happen only by the individual's actions, but follows the social dynamics and is influenced by the movement of the labor market.

The demands of the labor market related to professional skills and the perspective of the working class regarding the relationship between personal and professional life, in many cases influence the search for new opportunities in other cities or even countries. When analyzing the migratory behavior of graduates, considering that many come from other locations with the aim of completing higher education and returning to their city or staying in the region where they studied, previous micro-level research shows that the choice of study area has great influence on regional mobility, for example, technical studies graduates are more likely to relocate compared to social and health studies graduates. In addition, graduates who find a possibility to study in their home region are more likely to stay there (PEER; PENKER, 2016).

Research from a macro perspective seeks to explain mobility through external stimulus and attraction factors, for example, unemployment rate, GDP, per capita income, and studies document perceived job opportunities and expected income as the main driving forces for the migration of graduates. Studies called "brain drain", related to the migration of graduates, point out that information about job market opportunities provided by HEIs to their students is a factor that influences decision-making after completing the course (PEER; PENKER , 2016).

With technological advances, the need for skilled labor to develop certain activities arises, with this the market becomes more demanding and the demand for qualified labor increases, failing to provide opportunities for people without professional experience, consequently increasing the rate of unemployment. It is necessary that Brazilian HEIs contribute to the formation of qualified and competent professionals for the labor market, however, one cannot fail to encourage the formation of new entrepreneurs (LUCKMANN; CIMADON, 2020).

In terms of knowledge formation, two levels of learning can be distinguished: the first is learning acquired in practice, experiences that will be experienced and learned in everyday life, and the second is that which provides training, acquired through courses and institutions, seeking to specialization in certain areas (ROLIM; SERRA, 2009) theory and practice complement each other. In this sense, it can be said that "universities have played important roles in national socio-economic development, contributing to development, citizenship and improvement of quality of life" (GOEBEL; MIURA, 2004, p. 41).

Graduates of higher education are characterized as strategic elements for the implementation of innovation and strengthening of the development process of companies and also of the country (considering a spillover effect) due to their responsibility to answer questions proposed by their employers and achieve predetermined goals. - determined, since the speed of creation of new technologies provides rapid changes in products and services, demanding that organizations are always able to adapt strategically and competitively to the market, in this sense, it is evident the need for companies to observe with due attention the insertion and post-professional insertion processes (CORDEIRO, 2002).

Currently, in the business environment, both managers and professionals in general must be trained, and aware that it is not enough just to adapt to changes, it is necessary to foresee them and create ways to always be ahead of competitors to survive uncertainties. In a highly competitive environment, a considerably efficient strategy to remain in a competitive world is innovation, which can be considered applied creativity. According to Terra (2018, p. 02) “working innovation in a forceful way opposes in a certain way the inversion of a common logic in our life and in business: instead of extrapolating the past, we need to come from the future to the present”, the innovation can also include “foreseeing” what will be needed in the future when it comes to radical innovation.

Variations in the environment can occur through competition through innovation, even when a company tries to imitate a product, service or strategy and it does not come out as expected, but it can create an innovation, and in this way an innovation cycle is maintained. – imitation – innovation that generates variations in the competitive environment of organizations. The success of organizations is directly linked to their ability to create, stimulating innovation, considering that innovation is the basis of knowledge production (CORDEIRO, 2002).

In this sense, it is necessary to recruit qualified labor to act assertively in the business environment, “educational institutions make up one among other points that deserve attention. [...] the joint work of organizations with the education system is sought as a strategy to leverage the possibilities of success in the market” (MORAES; ROCHA-DE-OLIVEIRA, 2021, p. 10). Smith (1997) defines the knowledge infrastructure as the stock of knowledge together with the institutional and organizational elements that support its growth and application. Looking at a regional scale, the knowledge infrastructure extends beyond public and private knowledge-producing institutions to the innovation and learning capacity of firms, workers and institutions and the network of connections between them. When approaching quantitative studies, the knowledge infrastructure is often disseminated to agglomeration economies or replaced by agglomeration measures (DRUCKER; GOLDSTEIN, 2007).

Analyzes of knowledge production point out that particularities in knowledge, as output, have qualities that make it unique. In this way, knowledge-producing institutions must be considered differently from other large organizations with substantial production and jobs. The external benefits of knowledge production in the form of spatial spillovers lead to increased innovation among other regional firms (DRUCKER; GOLDSTEIN, 2007).

Observing the influence generated by universities and other HEIs in relation to the economic activity of the region where they are inserted, it can be said that territories with the capacity to generate and assimilate new knowledge are more likely to achieve an evolution of regional economies, local R&D efforts and amount of human capital are determining factors for the production of new knowledge, observing knowledge as productive innovation depends on the flow of new technological and organizational knowledge before those responsible for local development, enabling qualified individuals with the ability to generate new organizational knowledge, which may cause a spatial overflow effect resulting in a good inventive and innovative performance that influences neighboring regions (SERRA, ROLIM, BASTOS, 2020).

People with higher education have greater productivity, income and capacity related to innovations in the professional environment, as well as being more likely to hold leadership positions, due to their qualifications, in relation to professionals who do not have higher education, considering that many of the Opportunities in the labor market are the result of the set of skills acquired by University graduates, providing opportunities for professional work in the area of study to provide greater experience during their professional career. In this way, it is extremely important that there are qualified people in the most diverse areas of knowledge, which is a decisive factor for the development of regions (SERRA, ROLIM, BASTOS, 2020).

Basically, large organizations are strategically located in regions that have qualified labor in their field of activity and a significant potential for negotiation and economic growth, the knowledge generated by regional universities enables specialized services in certain areas of activity, bringing advantages in production and consequently leveraging regional economic growth (DRUCKER; GOLDSTEIN, 2007). It is stated that in the “context of the emergence of the knowledge society, the educational requirements of employment have expanded” (POCHMANN, 2004, p. 384).

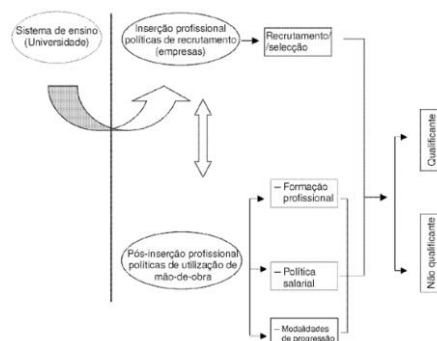
Observing that the creation of new technologies, new management methods and qualified human resources are interconnected is fundamental, considering that innovation is the key to competitiveness and plays an important role in the creation of new companies, consequently new highly qualified jobs. Due to the importance of knowledge and innovation for the economy, jobs are characterized by vacancies for qualified people, who have specific knowledge, often coming from higher education (CORDEIRO, 2002).

Professional Insertion

Professional insertion, in addition to the period of joining the company, includes two moments, firstly “inclusion in the company”, characterized by recruitment policies, and a second moment called “post-insertion”, where processes are carried out by analyzing the practices of management of employees. workforce, that is, this approach to professional insertion understood as an intermediate state, has a determined duration and is directly related to the specificities of the contexts where it occurs (DE OLIVEIRA, 2012). The term “professional insertion” is used by the French branch; while, in Anglo-Saxon literature, the expression used is school-to-work transition” (MORAES; ROCHA-DE-OLIVEIRA, 2021, p. 02).

In the study carried out by Cordeiro (2002), professional insertion was observed as an intermediate state, in which the individual is first inserted in the company, through a specific recruitment and selection process, and in a second moment, post-inclusion occurs, characterized by practices for using the company's workforce. Professional insertion can occur in a qualifying way, when the company establishes clear rules for career progression, in which there are stable contracts, among different attitudes that can contribute to the development of individual and collective skills , or in a non-qualifying way, when the company acts in such a way as to discourage growth, causing a devaluation of workers . Figure 1 represents the analysis model of the professional insertion of senior management.

Figure 1 - Analysis model of the professional insertion of senior management



Source: CORDEIRO (2002, p. 84).

The professional insertion process takes place in different ways in certain places, as it is directly related to local characteristics such as aspects of occupational structure and training, economic and social scenario, among others, particularities in the professional insertion process can also happen in different areas of training (MORAES; ROCHA-DE-OLIVEIRA, 2021).

There are several factors that directly influence the profile of young people and their professional insertion, which can be seen in Figure 2, considering that the transition space between university and employment involves several social actors that extend into certain historical and institutional contexts, in this In this sense, knowing whether or not young people can be strategic actors in their professional insertion is a relevant question in the investigation of their trajectories. The strategies developed by these groups of actors influence the actions of managers and workers in companies, bringing together people who share the same references, work concepts, education levels, experiences and strategies. Learning can be verified in different ways in the most diverse sizes and forms of companies. In small and medium-sized companies there is a significant importance of local neighborhood relations; in administration, the public tender generates a ticket that enables equality as a means of access; in technical-professional university education, training courses establish an initial contact with the rules of the labor market in which the young person enters (DE OLIVEIRA, 2012).

Figure 2 - Professional insertion



Source: DE OLIVEIRA (2012, p. 131).

All learning carried out from the family environment is present when the individual is inserted into the labor market. HEIs must maintain a constant concern related to the professional skills and employability of the egress profile, built through the knowledge and skills acquired, considering that the trained professional needs to understand the theory, practice and organization of the market in their area of expertise, always seeking evolve and update on fundamental knowledge, task and people management, leadership and communication, among other aspects that are always reviewed, contribute to professional evolution and employability (INEP, 2015b).

Considering the influence of the particularities experienced by each individual, at the time of their insertion in the labor market, it appears that social and economic differences, as well as regional characteristics are elements that make the understanding of how this insertion takes place even more complex. However, understanding it is essential to understand how the first moment of construction of the workforce occurs, the professional development of young people, which can help future public policies and government actions for the sector (DE OLIVEIRA, 2012).

Due to their importance among institutional aspects, Educational Institutions, together with public policies and intermediation agencies, have a prominent role related to professional insertion, and must work carefully on their internal organization. Considering that the education system and public policies must be directed to the environment of analysis and preparation for the entry of young people into the labor market, acting as allies in the path towards citizenship and professional training . Some Brazilian Universities, with the purpose of helping young people in their professional careers, offer counseling services to students as vocational guidance (MORAES; ROCHA-DE-OLIVEIRA, 2021).

Regional development

In recent times, regional development has been characterized from an interdisciplinary perspective, based on a broader and less sectoral view, based on the understanding of the dynamics of a territory in its development process (CARNIELLO, 2021) . With an extremely relevant role directed to regional development, there are the decisions of the State, taking into account its autonomy in decision-making capacity, considering that development will only actually take place where there are conditions for broad participation in its fruits. of the urban and rural masses (FURTADO, 2009). Theories suggest that regional development is driven by a State policy, together with organized civil society, concomitantly with efficient planning of regional policies aimed at local development, being necessary that historical, geographic, natural resources, social organization, structures religious, mental and cultural factors are present throughout the planning process, resulting in regional development (BOISIER, 2000; FURTADO, 2009).

Regional development involves much more than just the economic growth of the locality, we can cite as an example a large industry that is internationally recognized, which generates jobs and stimulates local commerce, but the region around it is polluted as a result of its activities, jeopardizing the health of the surrounding population, in this case, there is no development, because the environment and the health of the population are going against growth. Development happens when social, economic, political and environmental factors are in evolution, development is much more than growth, it is a progressive growth that positively impacts generating well-being of the population in all aspects. (MADUREIRA, 2015).

It is important to characterize the difference between the terms economic growth and economic development, economic growth occurs when there is an increase in per capita income (constant increases in production levels), whereas economic development occurs when there is an improvement in the quality of life of the population , for example improvements in health, income and education (MADUREIRA, 2015). For regional development, it is necessary to observe the productive chains, which are linked economic structures that propel development in the region. Normally, a chain can be divided into three segments: production of raw materials, industrialization and distribution and generate externalities, that is, positively or negatively interfere with other economic agents, for example positive externalities: employment, income, infrastructure, among others, negative externalities : industrial and urban agglomerations, pollution, traffic, etc. (MADUREIRA, 2015).

Economic development is not something that can be copied, there are attempts by various Governments in vain to copy ready-made formulas, which are based on experiences of developed countries and try to apply them to underdeveloped countries, without success in most cases (FURTADO, 1974) .

Rostow (1978) in his theory presented the following steps to achieve economic development: Traditional society, where the economy is based on agriculture, considering this activity in its most rudimentary form, often family farming, with limited per capita production by a maximum ceiling, the second stage called Preconditions for the take-off, where the economy is still based on agriculture, but there is an emphasis on the work of the farmer as an entrepreneur, in this stage technologies appear that help rural activities causing an increase in production resulting in the migration of many people from the countryside to the cities, causing the growth of cities, the next stage, called Arranco, is characterized by the fact that agriculture is no longer considered the basis of the economy, because with the migration of many people to the city, the number of workers in industries grows, in the future the inclusion of technology in these industries through machines ends up generating unemployment, resulting in

social problems. After this period, the stage called The March to Maturity begins, where the country starts to produce what it considers necessary, in this phase the demographic growth reduces and industrial production starts to grow, generating full employment and full consumption, causing the last stage called The era of mass consumption, where the focus of government officials is on the quality of life of society, which at this stage lives mostly in urban centers and has financial stability, resulting in increased consumption.

According to the Theory of Growth Poles (PERROUX, 1967) growth does not happen everywhere at the same time, but rather manifests itself with varying intensities, at specific points or growth poles and propagates through different routes and with variable final effects on the economy as a whole (PERROUX, 1967) The Theory of Growth Poles, according to Perroux's analysis in 1967, according to Madureira (2015) presents three elements of analysis on the Growth Poles, the element called "The Key Industry" in which a driving industry causes development around it, positively influencing smaller industries, considered driven industries. Another element is called "The non-competitive regime of the process", considered an unstable system because the dominant industries increase their productive capacity, thus generating an oligopoly by the industries participating in this process, which can enjoy the benefits caused, but the conflicts between the large units and their groups, can directly influence prices, production and costs. The third element presented is called "The effect of Territorial Agglomeration", which is nothing more than the combination of the elements mentioned above, which can cause a progressive consumption effect in the inhabitants of the place and result in an increase in collective needs such as housing, transport, public services, etc.

Myrdal's theory of circular and cumulative causation (1965), states that development occurs differently between countries, which can be classified as developed, are those countries where there are high levels of per capita income, national integration and investment, and countries classified as underdeveloped, where there is a low growth rate and low levels of per capita income. Myrdal (1965) also states that the State must act actively in the intervention of situations that may harm development, not only focusing on the economy but also taking into account social issues, also investing in education, health, among other sectors in the region. for cumulative circular causation asserts that a developing region has even greater chances of growth, while a place harmed in some way can generate a setback in its ever-increasing development.

The study of spatial structures has shown that neither the geographical distribution of income in a country nor the well-being patterns of the population in different subareas can be explained in any way by the functional theory of income distribution. In fact, the explanation should be exactly the opposite, that is, that agglomeration economies tend not to be internalized by companies, and even when they are, this is not necessarily accompanied by price reductions that benefit the consumer population in all areas. different subareas in equal measure. It can be argued that attempts to reconcile the various criteria derived from sectoral or regional analyzes remain primarily a matter of political decision. However, the possibility of giving these decisions a more rational basis increases as economic analysis joins forces with other disciplines to pave the way for the formulation of a theory of spatial structures referring to regional development (FURTADO, 2015).

There is a range of ideas focused on regional development, which often generates discussions and controversies in its own theory. It is necessary to observe economic development and economic growth from a different perspective, and to have a broader and more critical thinking when referring to production chains and the scope that they may have, positively and negatively influencing society as a whole. The rulers should not take the economic development of a country as a basis, trying to apply its model in other places (MADUREIRA, 2015).

According to Boisier (2011, apud DALLABRIDA, 2017) the territorial dependence of social processes, in particular, of development, admitting the need for human intervention, implies the existence of virtuous and socially skilled leadership, to lead all organizations, not only in government positions, but also in all social aspects. For the author, development consists of creating surrounding conditions for individuals to enhance their status as human beings.

University and Regional Development

HEIs demonstrate their active participation in regional development every day. "Universities play an extremely important role, through research and development of new organization and production techniques, in addition to enabling the region to compete with others, as well as with foreign countries" (MADUREIRA, 2015, p.17).

Upon realizing the positive impact caused by higher education on the development of the governing regions, including Brazilians, they expanded public policies with the aim of inserting HEIs in various locations, covering the most distant ones, to provide the population with more equality related to the labor market and other benefits arising for regions (REGO, 2020), as well as state and regional economic development agencies in the United States and other economically advanced countries, are increasingly focusing on strategies aimed at leveraging the emerging knowledge-based economy in their regions, mainly in public Universities as main public producers of knowledge, programs aimed at economic development, which include educational curricula adapted to meet the skill demands of local knowledge-based industries. With incentives from the Government, Universities in the

United States included the goal of economic development to their traditional missions of education, research and public service (DRUCKER; GOLDSTEIN, 2007).

Other countries can be highlighted where regional development is included in the results obtained by Universities, such as the United Kingdom, where universities are autonomous entities, but encouraged by various government initiatives to develop strategies that have regional development as a mission responsibility. In Sweden and Austria, for example, there is a commitment to regional involvement, but with different emphases. In Sweden, as in the United Kingdom, the national government has responsibility for HEIs, but legislation requires them to cooperate with neighboring communities. In Austria, since 2004, as well as in the United Kingdom, universities have become independent entities under public law, but with a third mission (oriented to regional development) basically defined with the objective of promoting the use and practical application of the results of research (TRIPPL; SINOZIC, LAWTON SMITH, 2015).

The performance of HEIs focused on regional development will not necessarily bring positive results in all locations, as punctuated by Madureira (2015) each location reacts in a way and there is no formula for economic development, each location has its specific territory, its culture, their social, economic needs, etc. in this way, regional development must be studied specifically in order to have positive results. In this sense, it can be said that “a single small HEI, in a medium-sized city, causes a set of effects that are much more visible and relevant than a large HEI in a larger city [...]” (REGO, 2020, p. 02 - 03). Peer and Penker (2016) state that professionals should be aware that HEIs will not stimulate regional development in an autonomous or inevitable way, but that good results related to the development of the region will depend on the regional absorption capacity, on the will of regional actors to cooperate and other regional characteristics.

Observing HEIs as influential for local growth, considering the economic and financial results of the municipalities where they are located, they are linked to the process of diversification and qualification of teaching, cultural activities and other needs inherent to the academic environment, considering that in this way, favor development via the agglomeration process. The University can act actively with a view to the development of local productive sectors, as they play an important role in socioeconomic changes, favoring economic, cultural and social development, especially in the places where it operates, seeking through its basic activities to identify training needs academic and linkage to the needs of society (GOEBEL; MIURA, 2004).

Universities exist on the three pillars: teaching, research and extension, contemplating knowledge as one of their main results objectives. From the end of the 1980s, “knowledge” began to be recognized as the central strategic resource for regional development, this fact led to greater attention to HEIs as organizations, stimulating the production and transfer of knowledge, from this thought, scientists define HEIs as institutional 'actors' of great relevance for knowledge-based regional development, or as 'knowledge factories' (PEER, PENKER, 2016).

Previous studies in the national and international context

The first surveys on graduates appeared in the 1960s in the United States and 1970s in France, often by sociologists and economists interested in the transformation of higher education and the evolution of the labor market, later carried out by government interests, in Brazil some surveys carried out in 1980s, but the “Egress Portals” have proliferated in recent years (PAUL, 2015). In this sense, it can be seen that “universities in the south of the country seem to have been more likely to develop the “Egress Portal”. The same occurred in relation to private universities” (PAUL, 2015, p. 324).

In Portugal, studies focused on professional insertion emerged in the early 1970s, due to high levels of unemployment and a strong economic crisis. supply and demand for employment (CORDEIRO, 2002).

In the study carried out by Peer and Penker (2016), based on a history of the relationship between HEIs and the region, through analysis of scientific production, they show a shift in discussions on the subject, noting that in the 1980s studies were turned to HEIs as an instrument for reducing regional inequality and in the 1990s, studies turned to the participation of HEIs as drivers of regional growth, according to the authors, higher education moves from an educational infrastructure to an influential active role in regional development.

Studies focused on the profile of graduates and related to the labor market contribute to a diagnosis of Brazilian higher education, as they may indicate trends that encompass the curricular structure of courses, the profile of professional training and the entry of these professional graduates into the labor market. They also present collaborations of great relevance for the management of higher education institutions and their courses, in addition to guiding the necessary changes in the training profile intended by undergraduate courses, aimed at training a population with domain of specific knowledge in addition to professional training, also focused on general culture, with citizenship and ethical identity (INEP, 2015b, p. 24).

III. Material and methods

This research is characterized by a positivist perspective, considering that it addresses observable and measurable phenomena that can constitute really valid knowledge, which can be put to the test, following the dictum that a theory is correct if it can be proven with methods validated scientific studies (SACCOL, 2009). It is characterized as quantitative, and the plan used for the context of the research is a case study. As for the objective, it has a descriptive character, as it seeks to investigate the performance and professional insertion of graduates from the undergraduate course. Under the temporal point of view, the research is configured as cross-sectional.

In order to achieve the objectives proposed in this study, graduates of professional undergraduate courses, understood as bachelors, of the face-to-face modality, from a University of the North Plateau of the State of Santa Catarina, who completed the course in the period from 2016 to 2020, were selected as a population. considering that "The establishment of a common date for obtaining the diploma facilitates the analysis, offering a labor market with homogeneous conditions at the time of graduation [...]" (PAUL, 2015, p. 322).

The data collection instrument was carried out with the aid of a structured questionnaire (Appendix I), through the survey method developed online through the Google Forms tool, available between June 12 and July 21, 2022 characterized as a self-administered questionnaire. A pre-test of the questionnaire was carried out before its definitive use, for validation, being applied in a small population, with the objective of correcting existing flaws. To ensure the reliability of the study, the sample size was calculated, considering the population of 1615 graduates, a sampling error of 5%, at a confidence level of 90%, with the distribution of the population being more homogeneous (80/20), thus obtaining a sample of 157 required responses. The questionnaire had its questions adapted for the purposes of the present study, taking as an example the questionnaire applied by INEP (2015b).

The data collected from the questionnaires were imported into the Statistical Package for Social Sciences for Windows (SPSS) and Microsoft Excel, where statistical techniques were generated for data analysis containing means, medians and standard deviations, enabling the correlation between the information generated by the survey of the data and the elaboration of graphics and tables for better visualization of the results.

IV. Results and discussions

For all answers to the questionnaire, the temporal factor present in the research must be taken into account, being cross-sectional, which delimits the population for application of the survey, demonstrating the existing social situation at the time of data collection, the results obtained represent the reality of the period after training in up to 6 years.

With the research applied in this study, it can be seen that before starting graduation most of the graduates, totaling 53.59% worked in an area other than training and 21.05% were unemployed, it is possible to see that the conclusion of the graduation helps considerably in entering the labor market, when the results after graduation are verified, in which 66.51% of graduates work in the training area and only 0.96% are not working. Since 43.2% of the research participants started working in the area of training within 2 years after graduation and 31.55% were already working in the area even before completing the course.

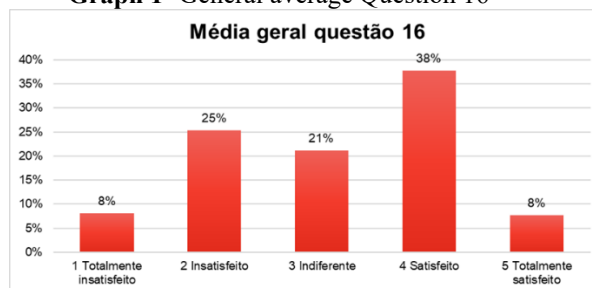
In this sense, the positive influence of higher education and insertion in the labor market is remarkable, as professionals with higher education have greater capacity related to innovations, as well as having several advantages in relation to professionals who do not have higher education, considering that many of the opportunities in the labor market are the result of the set of skills acquired by University graduates, providing opportunities for professional work in the area of study to provide greater experience during their professional career and reducing the chances of unemployment for professionals with a degree. The rate of graduates who do not work in the training area is low, in relation to those who work in the completed graduation area, only in 19.62% is it possible to verify the existence of occupational deviation, with unrelated professional situations, or little related, to the course attended by the research participants, when referring to the comparison between the specific qualifications learned in higher education and the specific qualifications required by the job (PAUL, 1989).

The theoretical construct of Peer and Penker (2016), referring to the occurrence of "brain drain" was not relevant in the research, considering that a very small percentage lives or works in a region far from the training site, the vast majority of research participants resides and works in the city where he completed his graduation, or in neighboring cities, not characterizing relevant migration of graduates after completing the course.

From the results obtained with the application of the survey, it is important to highlight that 86.6% of the participants have already completed or intend to attend a postgraduate course, this search for knowledge may be a reflection of the demands of the current job market, where it is necessary stand out in the profession performed, regardless of what it is, to get better professional placement. The significant rate of positive responses for the continuation of studies may be related to the formation of knowledge characterized by Rolim and Serra (2009) through the two levels of learning, first being the learning acquired in practice with the experiences lived and learned in everyday life, followed by training through training, acquired through courses and institutions, seeking specialization in certain areas. Enabling the integration of theory and practice, improving professional performance and leveraging the career.

The first specific objective of this study was to analyze the perceptions of the graduates regarding the contribution of their training to their professional career, and in a general average of the responses of the graduates, 38% demonstrate to be satisfied, as can be seen in Graph 1.

Graph 1- General average Question 16



Source: Survey data (2022).

From the analysis of the results, it is possible to see that related to the position they hold, movable property, real estate and other material values they have and in relation to their quality of life after graduation, most respondents demonstrated satisfaction with the exception of salary item, for which there was 38.28% dissatisfaction, as shown in Table 1. Although completing an undergraduate course positively interferes in the professional life of the population, 41.26% of the research participants have a monthly income of up to 02 minimum wages, preceded by 37.86% who have a monthly income of 02 to 04 minimum wages, such dissatisfaction may be related to the expectations generated by graduates in relation to salary, or the reflection of an increasingly competitive job market and which demands greater knowledge and skills from professionals every day. One cannot disregard the fact that the research population completed the course in a maximum of 6 years, which can interfere with the salary, as the experience acquired over the years also has an impact on the workers' income.

Table 1 - Career after graduation - general analysis

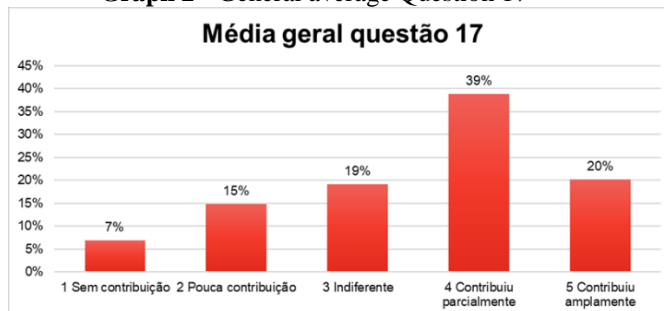
Com relação aos itens listados abaixo, avalie de 1 a 5 sua carreira após a conclusão da Graduação

Questão nº 16	Salário	Cargo	Bens imóveis	Qualidade de vida	Bens móveis	Outros valores materiais
1 Totalmente insatisfeito	9,09%	9,09%	10,53%	7,18%	6,70%	5,74%
2 Insatisfeito	38,28%	13,88%	29,19%	21,53%	23,44%	25,36%
3 Indiferente	16,27%	13,88%	27,27%	13,40%	29,19%	27,27%
4 Satisfeito	32,06%	47,37%	30,14%	44,50%	35,89%	36,36%
5 Totalmente satisfeito	4,31%	15,79%	2,87%	13,40%	4,78%	5,26%
Total	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%

Source: Survey data (2022).

In order to respond to the second specific objective of this study, which proposed to raise the difficulties and expectations in the professional insertion in the labor market in view of the courses taken, the analysis of the results points out that, on a scale of 1 to 5, which indicated the contribution of graduation training and the respondent's insertion in the job market, 39% of the graduates assigned an evaluation of 4, corresponding to a partial contribution to the average of the total percentage of the items, as shown in Graph 2.

Graph 2 - General average Question 17



Source: Survey data (2022).

Being the individual percentage for the factors below, presented in Table 2.

- Experiences and knowledge during graduation: 44.02% stated partial contribution and 26.79% stated broad contribution, this fact demonstrates the relevance of academic life, reinforcing the existence of a decisive differential for the population that has an undergraduate course to insertion into the labor market.

- Completion of mandatory internship: for which it is worth mentioning that 37.8% claim partial contribution and 27.75% claim extensive contribution, noting the importance of the existence of the internship in the undergraduate curriculum, and its positive influence for the beginning of the internship professional life of academics.

- Carrying out practices in disciplines: like the previous items, most responses were between partial contribution (39.71%) and broad contribution (24.88%). Carrying out practical activities during graduation has as one of its objectives to provide students with experience in the various activities related to the course, so that training does not have only theoretical support, facilitating learning and enabling, in many cases, interpersonal relationships.

- Course curricular matrix: 46.89% of the answers attribute a partial contribution of the course's curricular matrix to their insertion in the job market. The relationship between the curriculum structure and professional training is evident, in this sense HEIs must be judicious in establishing their matrices with educational practices that take into account the disciplines and the workload for each one of them, duly necessary for the effective learning of students. academics and subsequent practice of the profession.

- Teaching staff: being of total relevance for the formation of any individual, the teachers were considered by the graduates with a partial contribution (46.89%) for their formation and their insertion in the job market. With a direct influence on professional training, contributing to the social and intellectual development of students, the teaching staff must always be up to date in relation to their area of expertise, providing classes with didactics and methods that facilitate learning.

- Concept of the University: in a less expressive way, but still with the majority of responses (36.36%), the concept of the University was considered a partial contribution by the research participants. Given the existence of several HEIs, the concept of the University can be a determining factor for the professional insertion of its graduates.

- Use of technology in graduation: for 30.62% of respondents, the use of technologies in graduation partially contributed to their insertion in the labor market, since in a highly innovative environment, with the dissemination of information increasingly accelerated, the effectiveness of Industry 5.0 present in more and more municipalities, contemplating the Internet of Things and providing the union of technologies and human capabilities whether in personal life, in the academic and professional spheres, the use of technology in graduation is currently extremely important for training of an up-to-date professional in your field.

- Labor market saturation: of all the items related to the mentioned objective, this is the only one with the highest rate of responses for the indifferent option (28.71%) although 28.23% of the responses are for partial contribution when it comes to the contribution of graduation training and the insertion of graduates into the labor market, related to its saturation. Although only 0.96% of the participants in this research are not currently working, it is evident that there is a low demand for certain professions, thus, the knowledge and skills acquired through higher education increase the possibility of advancement in the job market.

Table 2 - Contribution of graduation training and insertion into the labor market - general analysis

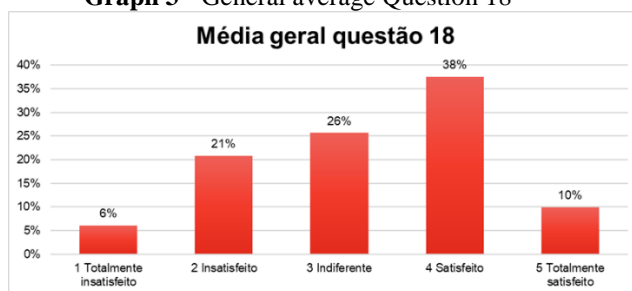
Com relação aos itens listados abaixo, avalie de 1 a 5 a contribuição da sua formação na graduação e sua inserção ao mercado de trabalho

Questão nº 17	Experiências e conhecimentos durante a graduação	Realização de estágio obrigatório	Realização de práticas em disciplinas	Matriz curricular do curso	Corpo docente	Conceito da Universidade	Uso da tecnologia na graduação	Saturação do mercado de trabalho
1 Sem contribuição	2,87%	3,35%	5,26%	6,70%	4,78%	9,09%	10,53%	12,44%
2 Pouca contribuição	18,66%	16,27%	14,83%	9,09%	11,00%	13,88%	20,10%	15,31%
3 Indiferente	7,66%	14,83%	15,31%	18,66%	18,66%	25,36%	24,40%	28,71%
4 Contribuiu parcialmente	44,02%	37,80%	39,71%	46,89%	46,89%	36,36%	30,62%	28,23%
5 Contribuiu amplamente	26,79%	27,75%	24,88%	18,66%	18,66%	15,31%	14,35%	15,31%
Total	100%	100%	100%	100%	100%	100%	100%	100%

Source: Survey data (2022).

The research indicated as a third specific objective to analyze the perception of graduates regarding the return of their training, the survey carried out demonstrates that when it comes to personal satisfaction, professional recognition, contribution to human development in the region, contribution to socioeconomic development, contribution to cultural development and contribution to sustainable development, a significant percentage (38%) of the average responses of graduates consider themselves satisfied, as shown in Graph 3.

Graph 3 - General average Question 18



Source: Survey data (2022).

In relation to the contribution referring to the expected return of the studied graduation and the financial return, most of the graduates, corresponding to 35.41%, claim to be dissatisfied. When questioned about the contribution of the degree studied to political development, most respondents (37.32%) believe they are indifferent, as can be seen in Table 3.

Table 3 - Contribution referring to the expected return of the degree taken - general analysis

Com relação aos itens listados abaixo, avalie de 1 a 5 a contribuição referente ao retorno esperado da graduação cursada

Questão n° 18	Satisfação pessoal	Reconhecimento profissional	Retorno financeiro	Contribuição para o desenvolvimento humano na região	Contribuição para o desenvolvimento socioeconômico	Contribuição para o desenvolvimento cultural	Contribuição para o desenvolvimento político	Contribuição para o desenvolvimento sustentável
1 Totalmente insatisfeito	5,26%	8,13%	9,57%	4,31%	4,31%	4,78%	6,22%	6,22%
2 Insatisfeito	18,18%	24,40%	35,41%	16,27%	16,27%	16,27%	20,10%	19,14%
3 Indiferente	13,40%	17,22%	22,01%	25,84%	25,84%	32,06%	37,32%	31,58%
4 Satisfeito	49,76%	37,80%	27,27%	42,11%	42,11%	36,84%	29,67%	34,45%
5 Totalmente satisfeito	13,40%	12,44%	5,74%	11,48%	11,48%	10,05%	6,70%	8,61%
Total	100%	100%	100%	100%	100%	100%	100%	100%

Source: Survey data (2022).

In general, there is satisfaction in relation to the position held, although the majority perform operational activities, it is also possible to verify the importance of universities for regional socioeconomic development, with relevant contributions to the development, citizenship and improvement of the quality of work. life, providing opportunities for personal and professional satisfaction. The fourth specific objective of the present study was to prospect contributions for training in the performance of regional development, in view of all the mentioned construct it is possible to affirm that one of the decisive factors for the development of the regions is based on the existence of qualified people in the most diverse areas of the knowledge. Knowledge often coming from HEIs, which must keep their objectives always focused on training qualified professionals, citizens committed to economic growth, participating in actions that benefit society in relation to culture and engaged in environmental issues, so that together they enable the development of the region where they are located.

V. Conclusion

When we consider education, especially higher education as a determining factor for regional development, one can see the existence of several agents responsible for positively influencing development. The present study took into account graduation completion as the agent responsible for providing graduates with a better performance related to factors that promote development, considering that undergraduate courses have a direct and indirect influence on the region where they are inserted.

With the intention of achieving these objectives, the research had the response of 209 questionnaires applied to graduates of professional undergraduate courses understood as bachelors, of the face-to-face modality, from a University of Planalto Norte Santa Catarina, who concluded the course in the period from 2016 to 2020. In general, the responses to identify the profile of the respondents, as well as the career assessment after graduation, the analysis of the contribution of training and insertion into the labor market and the analysis of the contribution regarding the expected return of the degree attended were positive and relevant to verify the significant contribution of HEIs to the career of their graduates, thus fulfilling the objectives of the study and answering the research question.

In conclusion, in response to the research question, it can be said that HEIs contribute to the career of their graduates based on the experiences and knowledge transmitted during graduation, as well as the completion of mandatory internship and practices in disciplines, with the matrices well-structured course curricula, qualified

teaching staff and the use of technologies, enabling the training of professionals who are prepared to enter the job market and grow during their professional life.

It is suggested for future studies the correlation of responses by course, year of completion, gender and level of training in relation to the type of activity carried out and monthly income, enabling a broader analysis related to the profile of respondents, making it possible to verify relevant aspects not measured in this study.

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