



## THE EXPANSION OF FACE-TO-FACE HIGHER EDUCATION IN SANTA CATARINA (1990-2016)

A EXPANSÃO DA EDUCAÇÃO SUPERIOR PRESENCIAL  
EM SANTA CATARINA (1990-2016)

LA EXPANSIÓN DE LA EDUCACIÓN SUPERIOR PRESENCIAL EN  
SANTA CATARINA (1990-2016)

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**ABSTRACT:** This article presents the results of a research on the dynamics of development of higher education in the state of Santa Catarina. In a special way, this article intends to analyze how the current panorama of the graduation in the face-to-face modality in Santa Catarina is established and, with this, it analyzes in retrospect how this modality has been evolving over the years. The study was developed between August 2015 and July 2017. Quantitative and qualitative procedures and techniques were used. Bibliographical and documentary research was developed through books, articles, theses, dissertations, reports and documents. The quantitative data were obtained from the INEP database, IBGE information, the electronic addresses of the higher education institutions surveyed and through electronic inquiries. Among other conclusions, the study shows that the expansion of higher education in Santa Catarina occurred initially through educational foundations under private law, which also contributed to a predominance of private HEIs in the state. Of the total HEIs in 2016, 94% were private (for profit and nonprofit), area of which corresponded for 68.2% of undergraduate enrollment in that year.

**KEYWORDS:** Educational policies. Higher education. Expansion. Santa Catarina.

**RESUMO:** O presente artigo apresenta os resultados de uma pesquisa sobre as dinâmicas de desenvolvimento da educação superior no estado de Santa Catarina. De modo especial, este artigo pretende analisar como se estabelece o atual panorama da graduação na modalidade presencial em Santa Catarina e, com isso, analisa em retrospectiva como esta modalidade vem evoluindo ao longo dos anos. O estudo foi desenvolvido no período entre agosto de 2015 a julho de 2017. Foram utilizados procedimentos e técnicas quantitativas e qualitativas. A pesquisa bibliográfica e documental foi desenvolvida por meio de livros, artigos, teses, dissertações, relatórios e documentos. Os dados quantitativos foram obtidos na base de dados do INEP, informações do IBGE, consulta aos endereços eletrônicos das instituições de ensino superior pesquisadas e por meio de pedidos de informações via correio eletrônico. Entre outras conclusões, o estudo demonstra que a expansão do ensino superior catarinense se deu, inicialmente, por meio das fundações educacionais de direito privado o que também contribuiu para uma predominância de IES privadas no estado. Do total de IES em 2016, 94% eram privadas (com e sem fins lucrativos), setor que respondia nesse ano por 68,2% das matrículas de graduação presencial.

**PALAVRAS-CHAVE:** Políticas educacionais. Educação superior. Expansão. Santa Catarina.

**RESUMEN:** El presente artículo presenta los resultados de una investigación acerca de las dinámicas de desarrollo de la educación superior en el estado de Santa Catarina. De manera especial, este artículo pretende analizar cómo se establece el actual panorama de la graduación en la modalidad presencial en Santa Catarina y, con ello, analiza en retrospectiva cómo esta modalidad viene evolucionando a lo largo de los años. El estudio fue desarrollado en el período entre agosto de 2015 a julio de 2017. Se utilizaron procedimientos y técnicas

**Submitted on:** 08/03/2018 – **Accepted on:** 05/04/2018 – **Published on:** 19/06/2018.

cuantitativas y cualitativas. La investigación bibliográfica y documental fue desarrollada por medio de libros, artículos, tesis, disertaciones, informes y documentos. Los datos cuantitativos fueron obtenidos en la base de datos del INEP, informaciones del IBGE, consulta a las direcciones electrónicas de las instituciones de enseñanza superior investigadas y por medio de solicitudes de informaciones vía correo electrónico. Entre otras conclusiones, el estudio demuestra que la expansión de la enseñanza superior de Santa Catarina se dio, inicialmente, por medio de las fundaciones educativas de derecho privado lo que también contribuyó a un predominio de IES privadas en el estado. Del total de IES en 2016, el 94% eran privadas (con y sin fines de lucro), sector que respondía en ese año por el 68,2% de las matriculas de graduación presencial.

**PALABRAS CLAVE:** Políticas educativas. Educación universitaria. Expansión. Santa Catarina.

## INTRODUCTION

The state of Santa Catarina completed, in 2017, the first centenary of the first course of higher level implanted in the city of Florianópolis. The one-hundred-year anniversary gives rise to curiosities and encourages multiple inquiries about choices and paths. The past, in this case, is of particular importance as it reveals exquisite aspects of the present time. The transformations were not small, especially since 1960. Despite being a small state, with a population estimated at 7,001,161 inhabitants (IBGE, 2017), higher education expanded in such a way that in 2017, the state accounted for the seventh place in the country regarding the number of undergraduate courses offered. According to INEP data, in 2016 there were 1,448 undergraduate courses attended, with 230,267 students enrolled (MEC / INEP, 2017). The expansion has intensified in recent decades. Between 1990 and 2016, the number of HEIs (higher education institutions) in Santa Catarina grew 370%. The largest expansion occurred between 2000 and 2005, an increase of 135.7% (MEC / INEP, 2015).

Although the state of Santa Catarina is directly influenced by national policies and dynamics, there are specificities at the state level that, given their importance over time, need to be properly recognized and analyzed. The expansion is far from homogeneous and uniform. Rhythms and scales have varied over decades and places. Local and regional contexts and dynamics play an important role; they focus on the whole process of designing, formulating and implementing public policies. Educational policies, in this sense, are also permeated by the dimensions of time and space. They cannot be adequately understood without taking account of political, economic, social and cultural variables, since they produce specificities according to the characteristics of each region and locality (SANTOS, 2010).

This work presents the results of a research on the process of expansion / internalization of higher education in Santa Catarina, conducted between August 2015 and July 2017 (DE BASTIANI, 2017). This article, in particular, presents the main dynamics and tendencies that characterize the development of undergraduate teaching in the classroom in Santa Catarina.

The data presented derives from bibliographical, documentary and quantitative research. A number of studies have provided the conceptual and historical basis for this study, with emphasis on the works of Cunha (2007), Saviani (2007), Romanelli (2014), Freitag (1980), Hawerth (1999), Muniz Sampaio (2000), Pegoraro (2006, 2013) and Gumbowsky (2004). The documentary research was developed from laws, decrees, documents, reports, institutional sites, bulletins, books, articles, dissertations and theses. The quantitative data were obtained from the INEP / MEC database. This data is obtained through E-Sic: these are "big charts" through which it is possible to filter and organize the necessary information. We also consulted IBGE data, electronic websites of higher education institutions and requests made via e-mail.

## A BRIEF HISTORY OF EVOLUTION

The first institution of higher education (HEI) in Santa Catarina was created in 1917. The Polytechnic Institute, based in Florianópolis, came from the initiative of some professionals living in the capital of Santa Catarina, such as dentists, pharmacists, doctors, engineers, law graduates, a navy officer and a bookkeeper. Dentistry, Pharmacy, Engineering and Commerce courses were in place at the Institute. Years later, professors from the Institute itself gave rise to the Faculty of Law, which functioned through donations until 1934 (PEGORARO, 2006). The following year, in 1935, the State Constitution established that the state government should assume responsibility for the conduct of that institution. In its Article 129, the State Constitution determined that it was the responsibility of the "State to pay for normal education and to maintain or subsidize the junior, **senior** and professional arts and crafts" (emphasis added). In the same year, by Law No. 19, of November 20, 1935, the Faculty of Law was nationalized. Three years later, Decree-Law No. 120, of June 9, 1938, made it "free and private". It was only in 1956 that the college was federalized, a year in which the state once again offered public higher education. The federalization movement took the state accountability bias over public issues, although access to higher education at the time was available to very narrow social groups.

The isolated colleges were predominant in the state until the creation of the Federal University of Santa Catarina (UFSC) in 1960. Created from the binding of different colleges and isolated courses in Florianópolis, UFSC introduced a completely new HEI (institution of higher education) model (the university). In addition to being public and free, the institution started to offer, besides teaching, also research and extension. The initiative, which took place 43 years after the implementation of the first higher education courses in Florianópolis, had a strong repercussion, especially among the political and educational leaders of the main cities of SC, who were already demanding, together with the state government, the internalization of higher education. The municipalities of greater economic size begin to call for the creation

of institutions that would enable the implementation and expansion of higher education in the state.

The 1960s had an imposing mark with regard to the expansion and internalization of higher education in the state. In this decade, PLAMEG I (1961-1965) - Government's Goals Plan – was implemented, which covered the planning of all sectors and is, in the area of state education, the first plan (VEDANA, 1997). PLAMEG I brought political developments to the expansion of higher education, including the possibility of helping private institutions. In addition, from it was created the State Education Fund.<sup>2</sup>

The expansion of higher education in the 60's also had the articulation of the State Council of Education (CEE). As a request of PLAMEG, the CEE elaborated a study to improve the quality of teaching in the state and, with this, it suggested the creation of a Faculty for the specialization of teachers (VEDANA, 1997). In this context, the Faculty of Education (FAED) was created - which offered the first course of Pedagogy - and the Center for Educational Studies and Research (CEPE) linked to the Faculty.

In 1965 the State University of Santa Catarina (UDESC) was created through the binding of FAED, CEPE, the Santa Catarina Educational Foundation (FESC) and the Faculty of Engineering of Joinville. It should be noted that UDESC is born with a new element: having a campus based outside the capital. However, the lack of budgetary conditions for the expansion of public HEIs to the interior of the state was a decisive factor for the emergence of regional initiatives that resulted in the creation of private non-profit institutions.

It is a specific modality of educational foundations, created by the municipal public authority, but of private law, defined as philanthropic and non-profit HEI (institution of higher education) (FRANTZ, 2004, PEGORARO, 2006, TREVISOL, 2015a). They are embedded in the arc of "third sector" entities in that they are public non-state, whose main purpose is to promote non-profit, public interest activities.

Between 1964 and 1986, 21 foundations were created, of which 20 were instituted by the municipal public authority and 01 (the FESC) by the state legislature. Only between 1968 and 1976 13 foundations were created. FESC, following the initiative of the state government, through Decree No. 2.802, of May 20, 1965, was transformed into the State University of Santa Catarina (UDESC).

<sup>2</sup> Article 3, item I, letter A, of Law No. 2,772, of July 21, 1961, regulates the State Education Fund as follows: "... a) the State Education Fund, designated for the construction, reconstruction, extension and equipment of school buildings of primary, secondary and higher education, including improvement, service, improvement of pedagogical standards and subsidies and financial and technical aids to private entities or officials from other orbit, linked to the sector.

Educational foundations grew exponentially. In two decades most of the municipalities of medium and large size had offered higher courses. The expansion of the foundational model then led to a movement that resulted in the transformation of educational foundations into universities. Between 1986 and 2009, thirteen community universities were created in the main regions of the state (PEGORARO, 2013, TREVISOL, 2015b)<sup>3</sup>.

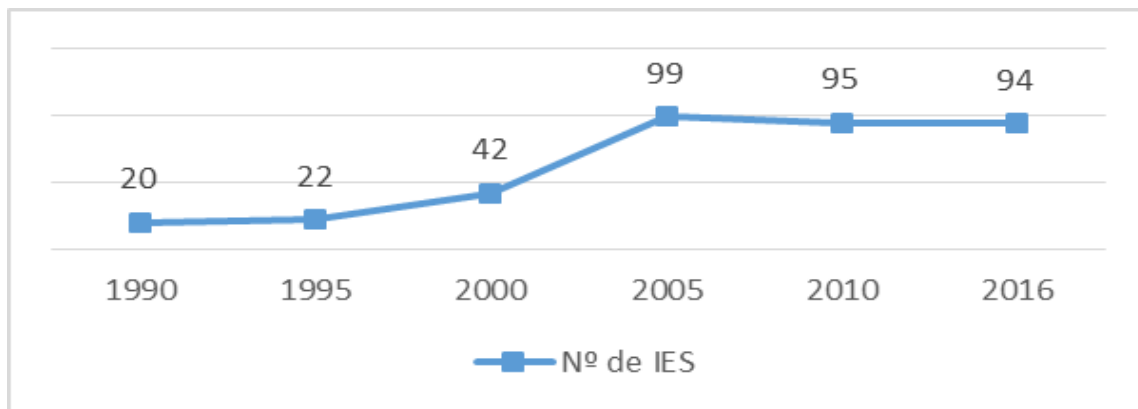
The private sector grew strongly in the 1990s. With this expansion, the private sector consolidated its hegemony in the system of higher education supply, characterizing a cycle of expansion. Of the total number of students enrolled in undergraduate courses in 2016 (331,350), the public sector accounted for 22.7% of enrollments, or 75,322 enrollments (MEC / INEP, 2016). The private sector has also promoted distance education. Among the 101,083 enrollments in the EAD mode, accounted for in 2016, 97.9% of them were in private HEI (institution of higher education).

In the first decade of the 21st century, the last important cycle of expansion occurred. This is the process of internalizing public HEIs, driven in large part by the policies of the federal government, particularly the Program to Support Federal University Restructuring and Expansion Plans (REUNI), the Open University of Brazil Program (UAB) and the Restructuring Program of the Federal Network of Vocational, Scientific and Technological Education. In 2003, UDESC (the only state university) approved the implementation of the Center for Higher Education of the West (Official State Gazette, No. 17.086, January 31, 2003), authorizing the offer of courses in Animal Science (Chapecó), Nursing (Palmitos) and Food Engineering (Pinhalzinho). In 2009, UFSC (until then the only federal university in the state) approved the creation of its first three campuses in the cities of Araranguá, Joinville and Curitiba. In that year the Federal University of the Southern Frontier (UFFS) was also created, becoming the second federal university in the state. As part of this cycle, we should also point out the creation of the Federal Institute of Education, Science and Technology of Santa Catarina (IFSC) and the Federal Institute of Education, Science and Technology of Santa Catarina (IFC) in 2008.

<sup>3</sup> The following institutions of higher education were created in the period: Universidade Regional de Blumenau (1986), Universidade do Vale do Itajaí (1989), Universidade do South de Santa Catarina (1989), Universidade do West de Santa Catarina (1995), Universidade da Região de Joinville (1996), Universidade do Contestado (1997) Universidade do Extremo South Catarinense (1997), Universidade do Planalto Catarinense (1999), Centro Universitário de Jaraguá do South (2000), Universidade da Região do Alto Vale do Itajaí (2001), Universidade Comunitária Regional de Chapecó (2002), Centro Universitário de Brusque (2003), Universidade do Alto Vale do Rio do Peixe (2009). Currently UNERJ is being administered by PUC / PR and assumed the name of Catholic of Santa Catarina, becoming also University Center and no more University, it also still keeps the same organ as maintainer, the Jaraguense Regional Educational Foundation (Fundação Educacional Regional Jaraguense).

## HEI's PROFILE FROM CATARINA

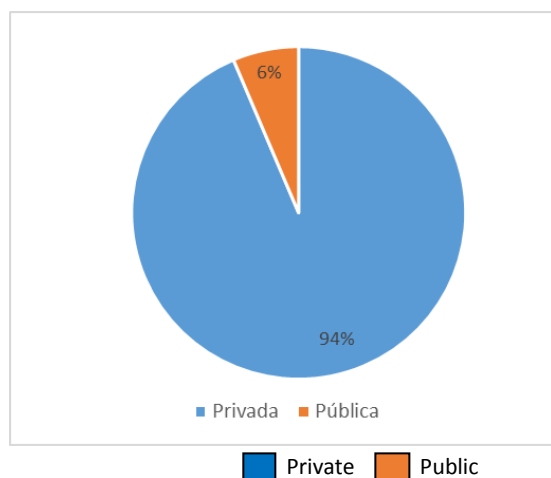
According to the research carried out, in 2016 there were 94 HEI (institution of higher education) offering undergraduate courses in Santa Catarina, of which 88 HEI offer courses in the face-to-face modality. Between 1990 and 2016 the number of HEI in Santa Catarina grew 370%. The largest expansion occurred between 2000 and 2005, an increase of 135.7% (MEC / INEP, 2015).



**Graph 1** - Evolution of the number of HEI (institution of higher education) in Santa Catarina (1990-2016)

Source: based on the INEP / MEC data, 2016. ■ Number of HEI

Private institutions (both for-profit and non-profit) accounted for 94% of all HEI in 2016. The state of Santa Catarina, unlike other units of the federation, made clear choice for policies privatizing higher education. The foundational model was boosted since the 1960s with the purpose of making access via private financing viable. In doing so, the public power has withdrawn from itself the responsibility for offering gratuity. The municipal foundations of private law were hegemonic until the 2000s, when the expansion of private HEI for-profit institutions and public institutions began to take place. In 2016, the public and free HEI corresponded to only 6% of the total of 94 HEI with offer of undergraduate degree courses in Santa Catarina. Of this percentage, 4% are federal HEI (UFSC, UFFS, IFSC and IFC), 1% are state (UDESC) and 1% are Municipal (São José Municipal Faculty).



**Graph 2** - Distribution of HEI in Santa Catarina, by administrative dependence in 2016. Source: based on MEC / INEP data, 2016.

The number of public HEI, as we can see, is quite small. Until 1989 UFSC was the only institution to offer public and free education in the state, an year that the UDESC stopped charging for monthly fees and began to ensure the principle of gratuity, becoming, in accordance with articles 39 (of the transitional provisions) and 169 (higher education) of the new state constitution, a public institution governed by public law.

The table below lists all HEI - and their respective cities and regions - that offered higher attendance courses in Santa Catarina in 2016.

**Table 1** - HEI offering undergraduate face-to-face degree courses in Santa Catarina in 2016

FOR-PROFIT PRIVATE HEI		
HEI	CITY OF ORIGIN	REGION
Centro Universitário Estácio de Santa Catarina - Estácio Santa Catarina	São José	Grande Florianópolis
Centro Universitário FACVEST	Lages	Serrana
Centro Universitário Leonardo da Vinci	Indaial	Vale do Itajaí
Centro Universitário SOCHEIC	Joinville	North
Escola Superior de Criciúma – ESUCRI	Criciúma	South
Escola Superior de Educação Corporativa – ESEC	São José	Grande Florianópolis
Faculdade Barddal	Florianópolis	Grande Florianópolis
Faculdade Capivari	Capivari de Baixo	South
Faculdade CESUSC	Florianópolis	Grande Florianópolis
Faculdade Concórdia	Concórdia	West
Faculdade de Ciências Sociais Aplicadas	Xaxim	West
Faculdade de Itapiranga	Itapiranga	West
Faculdade de Tecnologia em Saúde	Florianópolis	Grande Florianópolis
Faculdade de Tecnologia Nova Palhoça	Palhoça	Grande Florianópolis
Faculdade de Tecnologia Aero TD	Florianópolis	Grande Florianópolis

Faculdade Decisão	Florianópolis	Grande Florianópolis
Faculdade do Vale do Itajaí Mirim	Brusque	North
Faculdade Empresarial de Chapecó	Chapecó	West
Faculdade Energia de Administração e Negócios	Florianópolis	Grande Florianópolis
Faculdade Jangada	Jaraguá do South	North
Faculdade Leonardo da Vinci - Santa Catarina	Timbó	North
Faculdade Metropolitana de Blumenau	Blumenau	North
Faculdade Metropolitana de Guarapiranga	Guarapiranga	North
Faculdade Metropolitana de Rio do Sul	Rio do Sul	Vale do Itajaí
Faculdade Metropolitana do Planalto North	Canoinhas	North
Faculdade Pinhalzinho	Pinhalzinho	West
Faculdade Porto das Águas	Porto Belo	Vale do Itajaí
Faculdade Regional Palmitos	Palmitos	West
Faculdade Sinergia	Navegantes	Vale do Itajaí
Faculdade SOCHEIC de Balneário Camboriú	Balneário Camboriú	Vale do Itajaí
Faculdade União Bandeirante	São José	Grande Florianópolis
Faculdades do Vale do Araranguá	Araranguá	South
Instituto Blumenauense de Ensino Superior (UniSociesc)	Blumenau	North
Instituto de Ensino Superior Santo Antônio	Joinville	North
<b>SUBOTAL</b>		<b>34</b>

**NON-PROFIT PRIVATE HEI**

HEI	CITY	REGION
Centro Universitário - Católica de Santa Catarina em Jaraguá do South	Jaraguá do South	North
Centro Universitário - Católica de Santa Catarina em Joinville	Joinville	North
Centro Universitário Barriga Verde	Orleans	South
Centro Universitário de Brusque	Brusque	Vale do Itajaí
Faculdade Anglo-Americano de Chapecó (Santa Rita)	Chapecó	West
Faculdade Anhanguera de Joinville	Joinville	North
Faculdade Anhanguera Jaraguá do South	Jaraguá do South	North
Faculdade Avantis	Balneário Camboriú	Vale do Itajaí
Faculdade Barddal de Artes Aplicadas	Florianópolis	Grande Florianópolis
Faculdade Barddal de Ciências Contábeis	Florianópolis	Grande Florianópolis
Faculdade Borges de Mendonça	Florianópolis	Grande Florianópolis
Faculdade Católica de Santa Catarina	Florianópolis	Grande Florianópolis
Faculdade Cenecista de Joinville	Joinville	Grande Florianópolis
Faculdade de Santa Catarina	São José	North
Faculdade de Tecnologia Assessoritec	Joinville	Grande Florianópolis
Faculdade de Tecnologia Pedro Rogério Garcia	Concórdia	West
Faculdade de Tecnologia SENAC Blumenau	Blumenau	North
Faculdade de Tecnologia SENAC Caçador	Caçador	West
Faculdade de Tecnologia SENAC Chapecó	Chapecó	West
Faculdade de Tecnologia SENAC Criciúma	Criciúma	South
Faculdade de Tecnologia SENAC Florianópolis	Florianópolis	Grande Florianópolis
Faculdade de Tecnologia SENAC Jaraguá do South	Jaraguá do South	North
Faculdade de Tecnologia SENAC São Miguel do West	São Miguel do West	West



Faculdade de Tecnologia SENAC Tubarão	Tubarão	South
Faculdade de Tecnologia SENAI Blumenau	Blumenau	North
Faculdade de Tecnologia SENAI Chapecó	Chapecó	West
Faculdade de Tecnologia SENAI Florianópolis	Florianópolis	Grande Florianópolis
Faculdade de Tecnologia SENAI Palhoça	Palhoça	Grande Florianópolis
Faculdade de Tecnologia SENAI Itajaí	Itajaí	Vale do Itajaí
Faculdade de Tecnologia SENAI Jaraguá do South	Jaraguá do South	North
Faculdade de Tecnologia SENAI Joinville	Joinville	North
Faculdade de Tecnologia SENAI São José	São José	Grande Florianópolis
Faculdade Estácio de Florianópolis - Estácio Florianópolis	Florianópolis	Grande Florianópolis
Faculdade FAE Blumenau	Blumenau	North
Faculdade Guilherme Guimbala	Joinville	North
Faculdade Luterana de Teologia	São Bento do South	North
Faculdade Refidim	Joinville	North
Faculdade São Luís	Brusque	North
Faculdade SATC	Criciúma	South
Faculdade SOCHEIC	Florianópolis	Grande Florianópolis
Instituto Cenecista Fayal de Ensino Superior	Itajaí	Vale do Itajaí
Instituto de Ensino Superior Grande Florianópolis	São José	Grande Florianópolis
Instituto Superior e Centro Educacional Luterano - Bom Jesus – IELUSC	Joinville	North
Universidade Comunitária da Região de Chapecó	Chapecó	West
Universidade da Região de Joinville	Joinville	North
Universidade do Extremo South Catarinense	Criciúma	South
Universidade do West de Santa Catarina	Joaçaba	West
Universidade do Planalto Catarinense	Lages	Serrana
Universidade do South de Santa Catarina	Tubarão	South
Universidade do Vale do Itajaí	Itajaí	Vale do Itajaí
Centro Universitário Municipal de São José	São José	Grande Florianópolis
Centro Universitário para o Desenvolvimento do Alto Vale do Itajaí	Rio do South	Vale do Itajaí
Universidade do Alto Vale do Rio do Peixe	Caçador	West
Universidade do Contestado	Mafra	North
Universidade Regional de Blumenau	Blumenau	North
<b>SUBTOTAL</b>		<b>54</b>

**PUBLIC HEI**

<b>HEI</b>	<b>CITY</b>	<b>REGION</b>
Faculdade Municipal de Palhoça	Palhoça	Grande Florianópolis
Fundação Universidade do Estado de Santa Catarina	Florianópolis	Grande Florianópolis
Instituto Federal de Educação, Ciência e Tecnologia de Santa Catarina	Florianópolis	Grande Florianópolis
Instituto Federal de Educação, Ciência e Tecnologia Catarinense	Blumenau	North
Universidade Federal da Fronteira South	Chapecó	West
Universidade Federal de Santa Catarina	Florianópolis	Grande Florianópolis
<b>SUBTOTAL</b>		<b>06</b>

<b>TOTAL</b>	<b>94</b>
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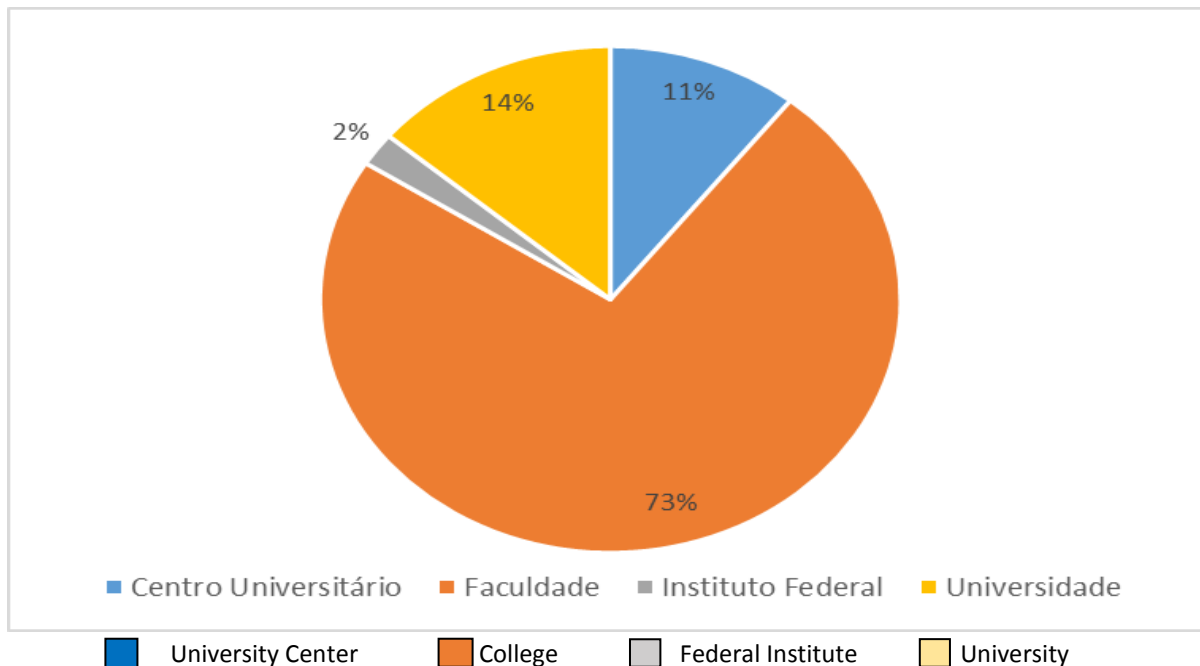
Source: prepared based on data from MEC / INEP, 2016.

We can observe in the HEI scenario, with the offer of face-to-face undergraduate degree courses, that private institutions are hegemonic. Of the 94 HEI, counted in 2016, 88 were private, 54 non-profit institutions and 34 for-profit institutions.

The predominance of the private sector also occurs among the HEI with EaD graduation offer. Of the 27 HEI, related in 2016, with this type of offer in Santa Catarina, 24 belong to the private sector, being 12 for-profit and 12 non-profit (INEP / MEC, 2016). As for public HEI with undergraduate courses in the EAD modality, in 2016, only 3 had this type of offer, UFSC, IFSC and UDESC.

With regard to the academic organization of HEI with face-to-face teaching, the majority are defined as faculties (69), corresponding to 73% of the total. According to the graph below, university centers account for 11%; universities 14% and federal institutes, 2%.

The graph below shows how the HEI are distributed in terms of academic organization.



**Graph 3** - Distribution of HEI in Santa Catarina by academic organization in 2016.

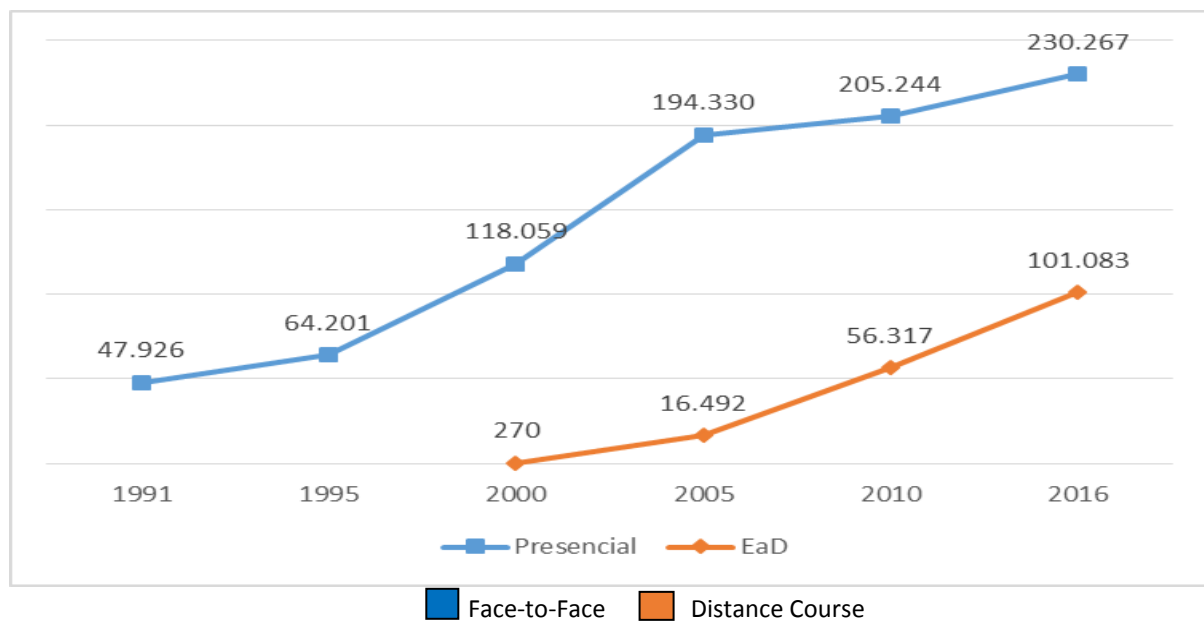
Source: based on MEC / INEP data, 2016.

With regard to the academic organization of HEI with face-to-face teaching, the majority are defined as faculties (69), corresponding to 73% of the total. According to the previous graph, the university centers add up to 11%; the universities add up to 14% and the federal institutes, to 2%.

*The courses and registrations of the face-to-face graduation*

The growth of the graduation enrollment (face-to-face and distance education) in Santa Catarina was exponential in the last decades. From 47,926 in 1991, it jumped to 331,350 in 2016, being 230,267 face-to-face and 101,083 of distance.

The graph below shows the evolution of the number of enrollments in undergraduate courses in the face-to-face modality and distance in the state of Santa Catarina, in the interval from 1991 to 2016.



**Graph 4** - Evolution of enrollments in undergraduate of face-to-face and distance courses in Santa Catarina (1991-2016)

Source: based on the data available in: MEC / INEP / DEAES, 2006 and MEC / INEP, 2016.

In Santa Catarina, based on 2016, 68.2% of face-to-face enrollment is in private institutions. Only 31.8% of students attend free public HEI.

To open a comparison between the modalities of offering undergraduate courses, we have the following picture: in 2016, face-to-face tuition represented 69.5% of the total enrollment (331,350). Considering the period from 2005-2016, face-to-face registrations increased 18.5%, went from 194,330 to 230,267. On the other hand, the annual growth rate of the distance modality is much higher than that observed in the face-to-face modality. In 2015, the distance modality already accounted for 28% of the total enrollments in the state. In the same period (2005-2016), distance enrollments increased by 512.9%, from 16,492 to 101,083.

The following table indicates the growth of the private sector in the offer of face-to-face teaching in Santa Catarina

**Table 1** - Distribution of face-to-face enrollment in Santa Catarina in 2016, according to the legal nature of the HEI.

YEAR	PUBLIC HEI	%	PRIVATE HEI	%
1991	39.783	83	8.143	17
1995	57.204	89,1	6.997	11,9
2000	34.629	29,4	83.430	70,6
2005	66.653	34,3	127.677	65,7
2010	56.325	27,6	147.910	72,4
2016	73.287	31,8	156.980	68,2

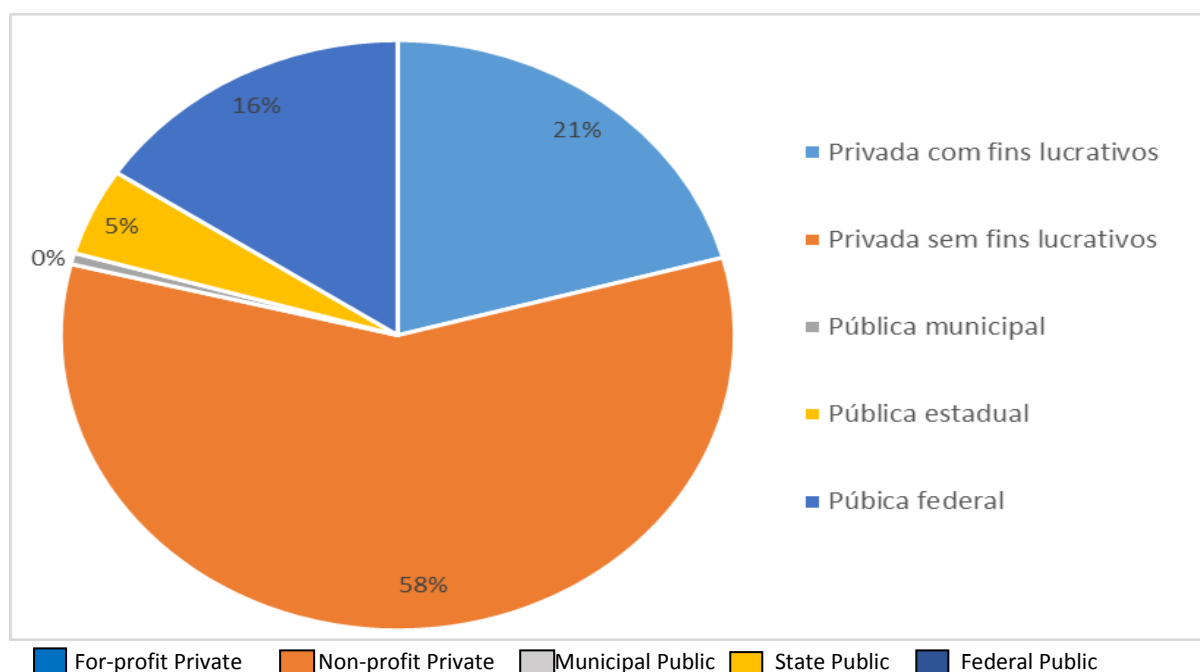
Source: based on the data available in: MEC / INEP / DEAES, 2006 and INEP / MEC, 2016.

There is a clear reversal in the number of registrations between categories. Until 1995 the registrations in Public HEI (institution of higher education) were significantly majority. However, in the five-year period 1995-2000 enrollments in Private HEI grew almost 12-fold, and enrollment growth in this sector has continued to grow, between 2000 and 2016, growth was 88.2%. By 2016, enrollment in the private sector is little more than twice the number of enrollments in the public sector.

The enrollment in Public HEI, after a drop of -15.5% in the interval of 2005-2010, showed growth of 30.1% in the interregnum from 2010 to 2016, going from 56,325 enrollments in 2010 to 73,287 enrollments in 2016. This growth is the reflection of the expansion policies of the public sector such as UaB, REUNI and Federal Network. In spite of the expansion, in 2016 the registrations of the public HEI corresponded to 31.8% of the total in the State.

Non-profit private HEI represent 58% of total enrollment (133,844 enrollments). It is important to note that only enrollments in HEI called "community"<sup>4</sup> correspond to 31.7%. For-profit institutions account for 21% of total enrollment. Then, the public represent 21%, and are distributed in state (5%), federal (16%) and municipal (something around 0.4%).

<sup>4</sup> Community Institution are the ones, as provided for in Law 12,881 / 2013, that have the following characteristics: (i) they are constituted in the form of association or foundation, with legal personality under private law, including those instituted by the public power;; (ii) assets belonging to civil society entities and / or public authorities; (iii) do not distribute any portion of their assets or income, for any reason; (iv) fully apply in the Country their resources in the maintenance of their institutional objectives; (v) keep bookkeeping of their receipts and expenses in books lined with formalities capable of ensuring their accuracy; (vi) have administrative transparency, pursuant to arts. 3 and 4 of Law 12,881 / 2013; and (vii) provide for the allocation of assets, in case of extinction, to a public or similar institution.



**Graph 5** - Distribution of face-to-face enrollment in Santa Catarina by administrative category, in Santa Catarina, in 2016. Source: based on data from MEC / INEP, 2016.

The 230,267 face-to-face undergraduate enrollments in 2016 in Santa Catarina were distributed in 1,448 higher education courses, of which 67.6% were bachelor's degrees, 15.5% were undergraduates and 16.9% were technologists.

The following table shows the distribution of the number of undergraduate face-to-face courses, by academic degree, in Santa Catarina.

**Table 2** - Distribution of the number of undergraduate face-to-face courses in Santa Catarina, by academic degree (2010-2016)

Year	Bachelor Degree		Graduation		Technologist	
	Courses	Enrollment	Courses	Enrollment	Courses	Enrollment
2010	840	164.610	278	22.878	246	16.747
2011	866	171.064	272	21.349	252	17.691
2012	897	177.540	285	21.127	255	17.106
2013	920	184.436	291	21.571	248	16.298
2014	932	191.338	248	20.058	241	15.496
2015	943	197.801	248	19.923	238	15.124
2016	979	196.418	224	19.421	245	14.428

Source: based on data from MEC / INEP, 2016.

\* Excluded from this data are the "not applicable", "sequential" course category and "under 18" enrollment.

According to the data above, baccalaureate enrollment in 2016 accounted for 85.3% of total enrollment for the year. We observed that, when it comes to the growth of enrollments in the face-to-face modality, the baccalaureate courses stand out, in the period from 2010 to 2016 they grew by 19.3%. Otherwise, enrollments in undergraduate and technological courses decreased, enrollment in undergraduate degrees fell by 15.1%, and in technologists dropped by 13.8%.

As for the number of undergraduate courses, there was a 16.5% increase in the number of baccalaureate courses offered between 2010 and 2016, otherwise, the number of technological courses dropped by 0.4% and the number of undergraduate courses decreased by 19.4%. At EaD, this scenario is proving to be prosperous, the number of Bachelor's degrees EaD increased from 302 in 2010 to 800 in 2016. The number of undergraduate courses increased from 389 courses in 2010 to 1,151 courses in 2016. Finally, the number of technological courses went from 725 in 2010 to 1,933 in 2016. Overall, EaD represents 72.8% of all undergraduate courses offered in 2016.

In order to analyze the panorama of undergraduate degrees, the table below indicates the ten face-to-face undergraduate courses that had the largest number of students enrolled in the period between 2012 to 2016.

**Table 3** - The ten face-to-face undergraduate courses with the largest number of students enrolled in Santa Catarina (2012-2016)

COURSE	2012	2013	2014	2015	2016
Law	30.783	31.790	32.942	33.824	34.264
Administration	30.160	28.352	25.811	23.965	20.930
Civil Engineering	8.924	11.377	13.324	14.701	14.558
Accounting Sciences	13.500	13.538	13.114	12.748	11.606
Physical Education	8.081	8.679	9.170	9.950	9.811
Architecture and Urbanism	5.442	6.579	7.581	8345	8.528
Psychology	6.732	7.207	7.563	8.017	8.229
Mechanical Engineering	3.716	4.500	4.724	6.213	6.636
Pedagogy	5.381	5.434	5.364	5.465	5.415
Nursing	4.275	4.014	4.154	4.628	4.990

Source: prepared based on data from MEC / INEP, 2016.

\* It is considered the number of enrollments for undergraduate and baccalaureate degrees

As can be seen, Law and Administration courses occupy, in all the analyzed years, respectively, the first and second positions when we are talking about number of registrations. The two courses represent 24% of the enrollment of all undergraduate courses, surpassing even the total enrollment of all undergraduate courses. Among the courses listed above, Mechanical Engineering stands out for the significant growth in the period of 2012-2016

(78.6%). Similar growth is observed in Civil Engineering (63.1%) and in Architecture and Urbanism (56.7%). Accounting Sciences had a decrease in the period (14%). There is also a reduction of face-to-face enrollments in the Administration course (30.6%), pointing out although that this course has had significant growth in distance education. Between 2010 and 2016, the expansion corresponded to 71.8% (from 6,064 to 10,423). The enrollment in undergraduate courses, in the face-to-face modality, represents only 8.4% of the total of 230,267 enrollments in undergraduate courses in 2016.

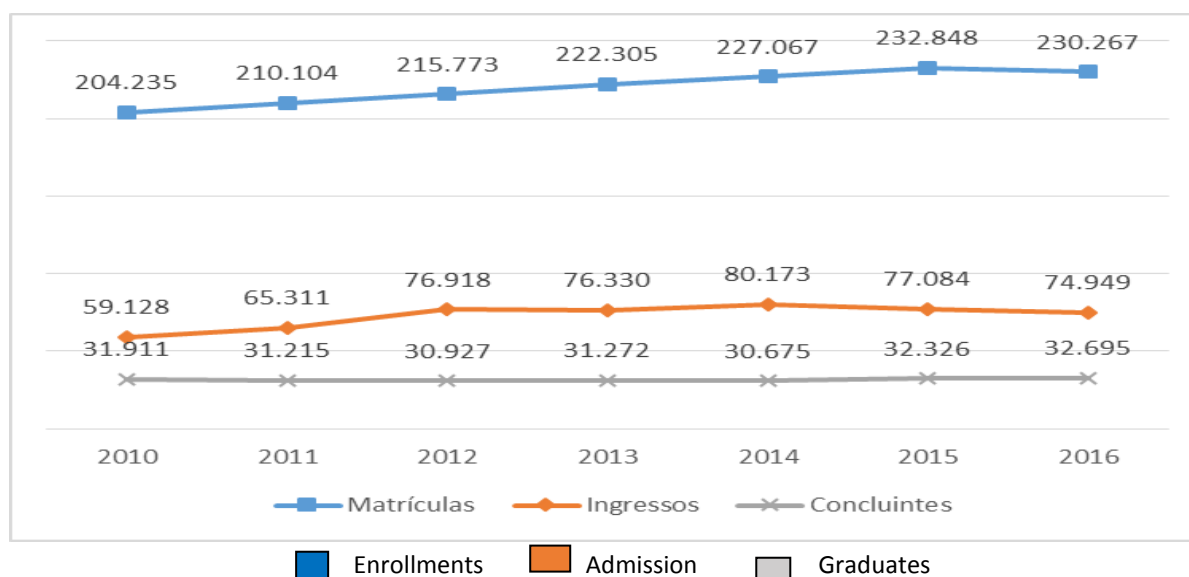
**Table 4** - Number of enrollments in undergraduate courses in face-to-face modality in Santa Catarina, in 2016.

Course	2012	2013	2014	2015	2016
Pedagogy	5.338	5.383	5.266	5.341	5.415
Physical Education	5.319	5.316	5.185	5.292	4.917
Mathematics	1.129	1.262	1.247	1.384	1.466
History	1.174	1.224	1.148	1.158	1.084
Biology	1.419	1.389	1.270	1.143	1.065
Chemistry	454	608	609	673	804
Physics	677	722	670	683	672
Visual Arts	794	640	530	474	446
Music	256	380	369	456	446
Geography	599	586	446	438	415

Source: prepared based on data from MEC / INEP, 2016.

Among the undergraduate degrees, Pedagogy ranked first, in the analyzed period, in the number of enrollments, despite its modest growth rate (1.4%). There was a significant increase in enrollments in Chemistry (77.1%) and Music (74.2%). There is a reduction of the Visual Arts courses (-43.8%), Geography (-30.7) and Biological Sciences (-24.9%). The Physical Education course had a slight reduction, and it should be noted that the above data refers to the undergraduate degree and the course is also offered in a baccalaureate degree (MEC / INEP, 2016).

The chart below shows the evolution of higher education in the state, considering the variables enrollment, vacancies, admissions and graduates in the period from 2010 to 2016.



**Graph 6** - Evolution of the number of enrollments, vacancies, admissions and graduates in face-to-face undergraduate courses in Santa Catarina (2010-2016)

Source: based on data MEC / INEP, 2016.

\* Excluded from this data are the "not applicable", "sequential" course category and "under 18" enrollment.

We observed that there was an increase in the number of students enrolling, entering and completing between the years 2010 to 2016. Enrollment in face-to-face undergraduate courses increased by 12.7% in the period, the number of new students increased by 26.8% and, by the end, by 2.5%.

In order to have an approximate percentage of students' dropout / retention during their courses, we consider the average length of four-year courses and therefore relate the 2016 graduates to the newcomers of 2013. In this way, we obtain an avoidance ratio / retention of 57.2%.

With regard to enrollment, the distribution according to sex is also noteworthy. Women were the majority in the analyzed period, accounting for 53.4% of enrollments; 52.2% of the participants and 58.5% of the graduates.

**Table 5** - Evolution of the number of enrollments, admissions and graduates in face-to-face undergraduate courses in Santa Catarina, by sex (2010-2016)

Year	Enrollments		Admissions		Graduates	
	Male	Female	Male	Female	Male	Female
2010	94.383	109.852	28.016	31.112	13.106	18.805
2011	97.600	112.504	31.595	33.716	12.932	18.283
2012	100.374	115.399	36.520	40.398	12.824	18.103
2013	103.624	118.677	36.401	39.929	13.063	18.209
2014	106.077	120.990	38.658	41.515	12.701	17.974



<b>2015</b>	109.144	123.704	36.658	41.515	13.428	18.898
<b>2016</b>	108.006	122.261	36.148	38.801	13.565	19.130

Source: based on data from MEC / INEP, 2016.

\* Excluded from this data are the "not applicable", "sequential" course category and "under 18" enrollment.

Among the ten courses with the largest number of enrollments, women are the majority in seven of them, with emphasis on Pedagogy (94.6%), Nursing (86.9%), Psychology (81.3%), Architecture and Urbanism (70.3%), Accounting Sciences (63.5%), Law (56.7%) and Administration (54%). Only in the courses of Mechanical Engineering (91.8%), Civil Engineering (67.8%) and Physical Education (57.5%) men are the majority. The female presence is particularly higher in undergraduate courses, where women account for 65.3% of the enrollments, 61% of the incoming students and 71.7% of the final students.

With regard to ethnicity, enrollments in 2016 were distributed as follows: 78.7% (183,296) declared white; 6.8% (15,903), brown; 2.6% (5,991) blacks; 0.7% (1,742) yellow; and, 0.2% (465), indigenous. The percentage of undeclared enrollment was 11% (MEC / INEP, 2016).

From the point of view of the age group, the students of Santa Catarina are, for the most part, young. The following table details the enrollment percentages according to age.

**Table 6** - Evolution of the number of enrollments in undergraduate face-to-face courses in Santa Catarina, by age group (2010-2016).

<b>Age Group</b>	<b>2010</b>	<b>2012</b>	<b>2014</b>	<b>2016</b>	<b>% Representation</b>
Under 18	1.244	1.503	1.421	1.261	<b>0,6</b>
18 years old	14.999	16.814	18.655	18.094	<b>7,7</b>
From 19 to 24	119.635	125.462	131.742	135.738	<b>57,9</b>
From 25 to 29	38.144	39.370	40.881	40.786	<b>18,0</b>
From 30 to 34	15.285	17.582	18.632	17.760	<b>7,8</b>
From 35 to 39	7.399	7.847	8.579	9.160	<b>3,7</b>
From 40 to 44	4.234	4.248	4.218	4.340	<b>1,9</b>
From 45 to 49	2.556	2.420	2.271	2.244	<b>1,1</b>
From 50 to 54	1.197	1.176	1.220	1.262	<b>0,5</b>
From 55 to 59	550	558	557	553	<b>0,3</b>
From 55 to 59	550	558	557	553	<b>0,3</b>
From 60 to 64	178	216	229	243	<b>0,1</b>
From 65 or more	58	80	83	87	<b>0,0</b>

Source: based on data from MEC / INEP, 2016.

Throughout the seven years analyzed, it was observed that students who are in the age range from 19 to 24 years prevail in a larger number of enrollments. Other significant percentages are students aged between 25 and 29 (18%), between 30 and 34 (7.8) and 18 (7.7%).

## FINAL CONSIDERATIONS

The study shows that higher education in Santa Catarina developed in rhythms and scales whose characteristics and specificities make the *sui generis* state in relation to the other entities of the federation. Influenced by national socioeconomic policies and contexts, Santa Catarina has made some options over the decades, resulting in a set of developments that, in general, are still present. In summary, the policies and guidelines adopted, have boosted at least seven major development dynamics.

The state of Santa Catarina, **in the first place**, promoted the expansion of higher education through privatization policies, based on private financing and the lack of accountability of the public power for the offer of gratuity. In the 1960s, the actions of PLAMEG I, the State Department of Education and the State Council of Education led to the creation and expansion of a model of a higher education institution: Private Foundations Education, a specific form of HEI (institution of higher education) created by the government municipal public, of a philanthropic and non-profit nature. In a short time, the foundations were installed in the main cities of the state. In 2016, of the 94 HEI in Santa Catarina, 54 were private nonprofits, accounting for about 58% of the total enrollment (133,844 enrollments).

Higher education in Santa Catarina, **in the second place**, is predominantly private. In 2016, private institutions (for-profit and not-for-profit) accounted for 94% of all HEI (institution of higher education) and 78.9% of face-to-face tuition. In that year, public and free HEI accounted for 6% of the total HEI, with 4% federal (UFSC, UFFS, IFSC and IFC), 1% state (UDESC) and 1% municipal (Municipal College of São José). In terms of enrollment, although the public sector increased by 30.1% in the 2010-2016 interregnum, it still represents only 30.8% of total enrollments. The private sector was therefore primarily responsible for expanding the number of HEI and enrollments. From the beginning of the 2000s, there was a remarkable increase in institutions, going from 42 in 2000 to 94 in 2016. Face-to-face graduation enrollments rose from 118,059 in 2000 to 230,267 in 2016. The increase in EaD, is noteworthy. In 2016 the modality accounted for 30.5% of total enrollments in the state.

The private sector was therefore primarily responsible for expanding the number of HEI and enrollments. From the beginning of the 2000s, there was a notable increase in institutions, from 42 in 2000 to 94 in 2016.

Face-to-face graduation enrollments rose from 118,059 in 2000 to 230,267 in 2016. Particularly noteworthy is the growth of EaD. In 2016, the modality accounted for 30.5% of total enrollments in the state. **The fourth aspect** observed, is that although the majority of Santa Catarina students are enrolled in face-to-face courses in Santa Catarina (69.5%), the annual growth rate is much higher than in the face-to-face modality. While the increase in

attendance in the period 2005-2016 was 18.5%, that of distance education increased by 512.9%.

A **fifth aspect** that draws attention is the strong presence of faculties. This format of academic organization corresponded, in 2016, to 73% of all HEI in Santa Catarina. Universities, therefore, amount to 14%; the university centers 11%, and the federal institutes, 2%.

The students of Santa Catarina, **in sixth place**, are enrolled in baccalaureate courses. The 230,267 undergraduate degrees in 2016 in Santa Catarina were distributed in 1,448 higher education courses, 979 bachelors (67.6%), 224 graduations (15.5%) and 245 technologists (16.9%).

It must be pointed out, **finally**, the important expansion of public HEI since the beginning of the 2000s. Until 1989, UFSC remained the only public HEI in Santa Catarina, in which UDESC stopped charging of the monthly fees and started to guarantee the principle of gratuity. In 2003, UDESC approved the implementation of the Western Higher Education Center (CEO) and, in 2006, the campuses of Laguna, Ibirama and São Bento do South. In 2008, two Federal Institute of Education, Science and Technology were created. IFSC and IFC. In 2009, UFSC approved the creation of its first three campuses in the cities of Araranguá, Joinville and Curitiba. This year also saw the creation of the second federal university in the state, the Federal University of Southern Frontier, headquartered in the city of Chapecó. In 2016, public HEI accounted for 21% of face-to-face undergraduate enrollments, with 16% in federal publics (UFSC, UFFS, IFSC and IFC) and 5% in the state (UDESC).

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