



The Fiftieth Anniversary of Higher Education in the West of Santa Catarina: Dynamics and Trends (1968-2018)

Joviles Vitório Trevisol¹  <https://orcid.org/0000-0001-9873-2688>

Sherlon Cristina de Bastiani²  <https://orcid.org/0000-0002-7577-0021>

^{1,2} Universidade Federal da Fronteira Sul

ABSTRACT


The purpose of this article is to analyze the internalization processes of higher education in Santa Catarina. The dynamics of the expansion will be studied from a specific region (the West), given the fact that it is the largest of the six mesoregions, corresponding to a quarter of the state territory, made up of 118 municipalities. 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. The study shows that the expansion was driven by the private sector. In 2015 the private segment accounted for 80.9% of the HEIs that offered face-to-face tuition. 45.5% of HEIs offering courses in the region in 2015 were faculties; 33.3%, universities and 15.2%, federal institutes. In terms of enrollment, 72.3% were in attendance at HEIs (40,522) and 27.7% in distance education poles (18,358). The baccalaureate is the academic degree that concentrates the largest number of enrollments in the region, corresponding to 65.5% of the total.

KEYWORDS

Higher education. Interiorization policies. Santa Catarina. West region

Corresponding to Author
Joviles Vitório Trevisol
E-mail: joviles.trevisol@uffs.edu.br
Universidade Federal da Fronteira Sul
Chapeco, SC, Brasil
CV Lattes
<http://lattes.cnpq.br/4429765335868303>

Submitted: 08 Agu 2019
Accepted: 08 Nov 2019
Published: 27 Nov 2019

 [10.20396/riesup.v6i0.8656167](https://doi.org/10.20396/riesup.v6i0.8656167)
e-location: e020032
ISSN 2446-9424

Anti-plagiarism Check



Distributed under



O Cinquentenário da Educação Superior no Oeste de Santa Catarina: Dinâmicas e Tendências (1968-2018)

RESUMO

O presente artigo tem como propósito analisar os processos de interiorização da educação superior em Santa Catarina. As dinâmicas da expansão serão estudadas a partir de uma mesorregião específica (o Oeste), dado o fato de ser a maior entre as seis mesorregiões, correspondendo a um quarto do território estadual, composta por 118 municípios. O estudo foi desenvolvido entre agosto de 2015 a julho de 2017. Foram utilizados procedimentos e técnicas quantitativas e qualitativas. A pesquisa bibliográfica e documental foi realizada em livros, artigos, teses, dissertações, relatórios e documentos. Os dados quantitativos foram obtidos na base de dados do INEP e do IBGE e por meio da consulta aos sites eletrônicos das instituições de ensino superior pesquisadas. O estudo demonstra que a expansão foi impulsionada pelo setor privado. Em 2015, o segmento privado respondia por 80,9% das IES que ofertavam matrículas presenciais. 45,5% das IES que ofertavam cursos na região em 2015 eram faculdades; 33,3%, universidades e 15,2%, institutos federais. No que tange às matrículas, 72,3% se encontravam, em 2015, nas IES presenciais (40.522) e 27,7%, nos polos de EAD (18.358). O bacharelado é o grau acadêmico que concentra o maior número de matrículas na região, correspondendo a 65,5% do total.

PALAVRAS-CHAVE

Educação superior. Políticas de interiorização. Santa Catarina. Região oeste.

El Cincuentenario de la Educación Superior en el Oeste de Santa Catarina: Dinámica y Tendencias (1968-2018)

RESUMEN

El presente artículo tiene como propósito analizar los procesos de interiorización de la educación superior en Santa Catarina. Las dinámicas de la expansión serán estudiadas a partir de una región específica (el Oeste), dado el hecho de ser la mayor entre las seis mesorregiones, correspondiendo a una cuarta parte del territorio estadual, compuesta por 118 municipios. El estudio se desarrolló entre agosto de 2015 a julio de 2017. Se utilizaron procedimientos y técnicas cuantitativos y cualitativos. La investigación bibliográfica y documental fue desarrollada por medio de libros, artículos, tesis, disertaciones, informes y documentos. Los datos cuantitativos se obtuvieron en la base de datos del INEP, información del IBGE, consulta a las direcciones electrónicas de las instituciones de enseñanza superior investigadas y por medio de solicitudes de información vía correo electrónico. El estudio demuestra que la expansión fue impulsada por el sector privado. En 2015 el segmento privado respondía por el 80,9% de las IES que ofrecían matrículas presenciales. El 45,5% de las IES que ofrecían cursos en la región en 2015 eran facultades; 33,3%, universidades y 15,2%, institutos federales. En lo que se refiere a las matrículas, el 72,3% se encontraban, en 2015, en las IES presenciales (40.522) y el 27,7%, en los polos de EAD (18.358). El bachillerato es el grado académico que concentra el mayor número de matrículas en la región, correspondiendo al 65,5% del total.

PALABRAS CLAVE

Educación superior. Políticas de interiorización. Santa Catarina.

Introduction

The first institutions and higher education courses in Santa Catarina were installed in the capital and major coastal cities. The more distant regions were late to have the authorization to implant the first colleges. Studies on the centenary (1917-2017) of Santa Catarina higher education (the first course was implemented in 1917 in the city of Florianópolis), clearly demonstrate that the internalization was late, asymmetric and unequal in regional terms. In addition to being late, the “westward march” was similar, in due proportion, to so many historical facts and movements whose purpose was to occupy, brave, expand, and “bring” progress and development to a distant and considered backward place.

According to a study developed by UDESC, published in 1969 (1969, p. III.3 and I.45), “deficiencies in the transportation, communications, production and distribution of electricity were enormous, forcing the population to establish relationships and seeking support in neighboring states of Rio Grande do Sul and Paraná”. According to the report, the approximately 600,000 inhabitants of the West region were deprived of higher education, technical courses and commercial education establishments, with only one Agricultural Gymnasium in Concórdia. The first educational foundation in the region was proposed and approved in 1968 given “[...] the unquestionable needs” of a place that so far “[...] does not even have a college degree” (UDESC, 1969, p. I.45).

The centenary of Santa Catarina's higher education (1917-2017) and the fiftieth anniversary of the first educational foundation in the West (1968-2018) gave rise to the present study, whose fundamental purpose was to understand internalization, particularly the dynamics of expansion present in the largest of the six mesoregions. Santa Catarina, equivalent to a quarter of the state territory, comprising 118 municipalities and comprising a population of 1,120,712 inhabitants (IBGE, 2016). It is a region whose process of political and administrative organization is quite recent (37% of the municipalities were created in the 1990s; the rest from the 1960s). Most of the population lives in small municipalities (52% live in municipalities with up to 5,000 inhabitants and 39% in municipalities with up to 20,000 inhabitants (DE MARCO; TREVISOL, 2007, p. 21-23).

Map 1: The West Region and the Six Mesoregions of Santa Catarina



Source: Google Images, adaptation by the authors.

The research was developed from August 2015 to July 2017 along with the de Bastiani dissertation research (2017). From the methodological point of view, it was decided to use both quantitative and qualitative methods and techniques. The bibliographic and documentary research¹ was developed in books, articles, theses, dissertations, reports, minutes, documents and information obtained from institutional websites. The quantitative was based mainly on the use of data from INEP, IBGE, Sucupira Platform, GeoCapes, visits to the websites of higher education institutions and requests for information via e-mail. Most of the indicators were obtained from INEP, through “tables” of data in excel spreadsheets that the agency made available to researchers.

The choice for the present spatial (West region) and temporal (1968-2015) clipping is due to several reasons, including the fact that the expansion, despite appearing homogeneous and uniform, hides many specificities. Rhythms and scales vary according to particular region, microregion, segment (public and private), modality (face-to-face and distance), etc. Policies are not appropriate in the same way, nor do they produce the same results in all regions. Contexts and dynamics (local and regional) focus on the whole process; Political, economic, social and cultural variables produce specificities, as well as inequalities and asymmetries, need to be recognized and understood (SANTOS, 2010; TREVISOL, 2015a and 2015b).

The fundamental purpose of this article is to present a kind of “photograph” of the first fiftieth anniversary (1968-2018) of higher education in the region studied. It aims, more precisely, to analyze the main dynamics and identify the institutions and actors that exerted leadership in the expansion process in the region that presented a growth percentage above the state average. From 1992 to 2015, the increase was 397%, while in SC it was 356% (DE BASTIANI, 2017).

The Origins: the Creation of Educational Foundations

The date of November 22, 1968 is particularly important. On that day was published Ordinary Law 545, of the City Council of City Council of Joaçaba, approving the creation of the first municipal public foundation of private law, called the University Foundation of Western Santa Catarina (FUOC). The municipal government initiative, promulgated six days before the University Reform of 1968 (Law No. 5,540 of November 28, 1968), is the landmark of higher education in the west of Santa Catarina. The creation of FUOC was the first and decisive step in requesting from the State Board of Education of SC the implementation of the first higher education course in the region (Joaçaba School of

¹ - For the development of this study we used a significant set of bibliographic sources, with emphasis on: Cunha, 2007; Saviani, 2007; Romanelli, 2014; Freitag, 1980; Hawerth, 1999; Muniz, 2006; Machado, 2009; Sampaio, 2000; Pegoraro, 2006, 2013; From Bastiani, 2017; Debastiani, Trevisol, 2016; Gumbowsky, 2004; Trevisol, 2015a, 2015b.

Administration - FAJO), whose authorizing act was issued three years later, in December, 1971, with teaching activities started in the first semester of 1972 (UNOESC, 2016).

Far from being an isolated fact, the creation of FUOC is closely related to a broad set of policies and initiatives at the state and national levels. In this sense, the 1960s were particularly decisive for Santa Catarina's higher education, beginning with the decision of then-President Juscelino Kubitschek to sign Law 1849 on December 18, 1960, creating the first federal public university in Santa Catarina. The creation of UFSC motivated the state government to define policies for the expansion and internalization of higher education. The Celso Ramos government, in its Plan of Goals (PLAMEG 1961-1965) defined important actions, including the creation of: (i) the State Board of Education (Law 2,975 of December 18, 1961); (ii) a State Education Fund (Law 2,772 of July 21, 1961); (iii) the Santa Catarina Educational Foundation (Decree 2,802, of May 20, 1965) and (iv) support for the creation of educational foundations of private law by the interior of the state (VEDANA, 1997). The expansion was extremely important considering that in 1965 Santa Catarina's higher education had less than 1,000 vacancies (MATHIAS, 2015, s / p).

PLAMEG has defined expansion policies based on private financing and the lack of responsibility of the public power for offering free services. The inexistence, at the time, of the political and budgetary conditions for the expansion of public and free HEIs (federal and state) in the interior of the State decisively influenced the choice of the foundational model, defined by Article 107 of Law No. 4,024 / 61 (LDB 1961). The foundations were widely stimulated, becoming the main institutional modality for the expansion of higher education in the main cities of the state. In the 60s alone, 8 foundations were created; between 1964 and 1986 there were 21, 20 of which were instituted by the municipal government and 01 by the state legislature. Municipal public foundations governed by private law are part of the "third sector" entities' arch as they are non-state public, whose main purpose is to promote non-profit and public interest activities (FRANTZ, 2004; PEGORARO, 2006, 2013; TREVISOL, 2015a).

The State Board of Education, in particular, began to encourage and guide the creation of educational foundations (GUMBOWSKY, 2004). The internalization gained centrality in the II Plan of Goals of the government Ivo Silveira (PLAMEG 1966-1970) and the State Education Plan (PEE 1969-1980) which, in one of its items gives UDESC and UFSC the task of “[. ..] lead the development of higher education in the State, bind or assist the various isolated units in the interior and set, through a specific plan to be coordinated with the State Board of Education, the policy of expanding this branch of education ”(UDESC, 1969, pp. 14). The study on the technical and financial feasibility for the installation of the first higher level courses in the west of Santa Catarina was under the responsibility of UDESC.

The final report acknowledged "the [...] unquestionable needs" of a population of "[...] around 600,000 Santa Catarina people who do not even have a college degree" and who are far from "the [...] centers". where higher education opportunities exist, whether in Santa Catarina, Rio Grande do Sul or Paraná [...]" (UDESC, 1969, p. I.45). After analyzing the deficiencies and potentialities of the main cities in the region, the report concluded that

Joaçaba presented, at that time, the best conditions for the implementation of the first courses. According to the study, Joaçaba had:

[...] geographical position, crossroads of transport, splendid industrial and agricultural situation, the most active and dynamic trade in the Region, reasonable banking and infrastructure services, cultural and educational activities and hospital services, representative demographics and reasonable public finances [...] Of the aspects covered in this title, it remains certain to be Joaçaba - Herval D'Oeste, undoubtedly some pole city of Rio do Peixe and perhaps West (UDESC, 1969, p. IV. 15).

The report suggested the implementation of the Administration course, because “the establishment in Joaçaba of a Faculty of Administration is the best recommendation for the Region, according to the conclusions that can be drawn from the characteristics of the Region and the municipality”. (UDESC, 1969, p. V. 3). The UDESC report emphasized that FUOC “[...] was born under the pressure of the will of the population of the entire Rio do Peixe Valley Physiological Zone, and of the responsibility of the City Hall and the producing classes of Joaçaba [...]” (UDESC, 1969, p. I.2).

The statement also reflected the expectations of municipal governments and business and community leaders. The economic growth of the region, leveraged by the nascent meat production and processing industry and the expansion of the number of municipalities and public agencies, demanded professionals from the areas of administration, accounting, law and education. In the 1960's the modern pig and poultry production and the cooperative system were structured in the region. In addition to the Perdigão, Sadia, Pagnocelli, Seara and Fridge Chapecó companies, important cooperatives were created in the late 60's, such as Coopervil (Videira, 1967), Alfa (Chapecó, 1967), Copérdia (Concórdia, 1967). Coperauriverde (Cunha Porã, in 1968), Cooperitaipu (Pinhalzinho, in 1969) and Aurora (Chapecó, 1969).

The initiative of Joaçaba City Council, as can be seen in the table below, immediately reverberated in the region. Using existing national legislation, especially that provided for by Law No. 4,024 / 61 (LDB 1961) and Law No. 5,540 / 68 (University Reform), municipalities began to create the so-called public foundations under private law.

Chart 1: Educational foundations created in the west of Santa Catarina from 1968

INSTITUTION	INITIALS	YEAR OF CREATION	CITY
Fundação Universitária do Oeste Catarinense	FUOC	1968	Joaçaba
Fundação de Ensino do Desenvolvimento do Oeste	FUNDESTE	1971	Chapecó
Fundação Educacional e Empresarial do Alto Vale do Rio do Peixe	FEMARP	1971	Videira
Fundação Educacional do Alto Vale do Rio do Peixe	FEARPE	1971	Caçador
Fundação Educacional do Alto Uruguai Catarinense	FEAUC	1976	Concórdia
Fundação Educacional do Extremo Oeste de Santa Catarina	FENESC	1978	São Miguel do Oeste
Fundação Educacional dos Municípios do Alto Irani	FEMAI	1986	Xanxerê

Source: prepared from data available in Pegoraro (2006, p. 207-208); Trevisol (2015a, p. 515).

The courses were installed in rented space, with the support of the municipal government and the community for the installation of physical infrastructure and personnel for its operation. As they are public entities governed by private law, the collection of monthly fees has become possible, becoming over time as the main source of funding. Until the first half of the 1990s, foundations sought to consolidate courses and build basic infrastructure; They functioned as small, isolated micro-regional HEIs, offering a few undergraduate and postgraduate courses *lato sensu*.

The Emergence of the First Universities

The distance from the large centers motivated the community to demand more training opportunities for young people, especially those from families who could not keep their children studying outside the home. The growth of foundations (number of courses, professors and staff) led, in the 1980s, to some movements to create the first university in the region. According to the research, the main initiative in this direction took place in 1980, resulting in a seminar coordinated by the Federal University of Santa Catarina and the Ministry of Education. The purpose of the meeting, held in Chapecó, was to discuss the creation of the second federal university in the state, based in the region. As described by Pegoraro (2013), the project encountered resistance among participants, motivated by fears and disputes between the main cities in the region. The Midwest leaders present understood that the nascent public university, based in Chapecó and under the leadership of FUNDESTE:

[...] would absorb the other foundations of the Midwest and the west of the state. The Midwestern leaders present, concerned about the disappearance of their home institutions, led by prof. Francisco Ansileiro, from FUOC de Joaçaba, met and made a counter proposal for the creation of a federal university in the Midwest, from the federalization of the foundations there (PEGORARO, 2013, p. 138-139).

The initial project of the federal university in the west of Santa Catarina, for various reasons, did not prosper. The negotiations resulted in the creation of the Federation of Midwestern Santa Catarina Institutions (FEMOC), transformed into a legal entity on March 30, 1982. The Midwest-based foundations (FUOC, FEAUC, FEARPE and FEMARP) continued to discuss the issue in the FEMOC, giving rise in 1991 to a new institution project called the Midwestern Regional University of Santa Catarina (UNIMOC).

The UNIMOC project also faced difficulties arising from disputes and conflicts between the leaders of the institutions involved. Finally, it was decided to submit two projects to the State Board of Education and the Ministry of Education. The foundations based in Chapecó (FUNDESTE), Joaçaba (FUOC) and Videira (FEMARP) decided to propose the creation of the University of the West of Santa Catarina (UNOESC), while the foundations based in Caçador (FEARPE), Concórdia (FAUC), Curitibaanos (FEPLAC), Mafra (FUNORTE) and Canoinhas (FUNPLOC) proposed the creation of the Contestado University (UnC). The projects were developed in the first half of the 1990s and were recognized and accredited by the National Education Council in 1996 and 1997, respectively. Later FENESC and FEMAI would join UNOESC.

In the 2000s, as can be seen from the table below, three new universities emerged in the region. UNOCHAPECÓ and UNIARP, non-profit institutions, were created from UNOESC and UnC, respectively.

The establishment of a federal university in the West region only materialized in 2009.

Table 2: Creation of universities in the west of Santa Catarina (1996-2009)

INSTITUTIONS OF ORIGIN	INSTITUTION	INITIALS	YEAR OF ACCREDITATION...
FUOC, FEMARP, FUNDESTE	Universidade do Oeste de Santa Catarina	UNOESC	1996
FEARPE, FUNPLOC, FUNORTE, FEAUC, FEPLAC	Universidade do Contestado	UnC	1997
FUNDESTE	Universidade Regional Comunitária de Chapecó	UNOCHAPECÓ	2002
FEARPE	Universidade do Alto Vale do Rio do Peixe	UNIARP	2009
UFFS (autarquia federal)	Universidade Federal da Fronteira Sul	UFFS	2009

Source: Based on data available in PEGORARO (2006) and institutional sites of UnC, UNOCHAPECÓ, UFFS and UNIARP.

The UFFS was the last university created in the Western Region of Santa Catarina (Creation Law No. 12,029, of September 15, 2009) however, it evades the rule of constitution of the other institutions because it is a federal public university, in addition, integrating the three southern states.

The Expansion of For-Profit Private HEIs

In the narrowness of what was happening in the country and at the state level, from 2001 onwards, a HEI modality that had previously been absent in the region. This is the for-profit private sector, a segment of HEI instituted and maintained, as set forth in item I, Art. 20 of Law 9394/96 (LDB / 96), “for a or more individuals or legal entities governed by private law” that do not have the characteristics of philanthropy. By regulating the provisions of the 1988 Constitution, the 1996 LBB ended up determining the expansion of this segment in the following years. In Santa Catarina, by the way, until the early 1990s there was only one private for-profit HEI (the Santa Catarina Teaching Association - ACE), created in 1973 in the city of Joinville (GUMBOWSKY, 2004).

The first for-profit private HEIs established in the western region of Santa Catarina were the Faculty of Social and Applied Sciences (CELER) in the city of Xaxim and the Itapiranga College (FAI) in the municipality of Itapiranga, both established in 2001. “Colleges”, that is, institutions that, according to what is established in Art. 12 of Decree No. 5,773 / 2006, are not obliged to offer research, postgraduate *stricto sensu*, as well as courses in various areas of knowledge.

As can be seen in the table below, the segment grew exponentially from 2001.

Table 3: Establishment of private HEIs (2001-2015)

Institution Maintainer	Institution Maintained	Initials	City	Founded in
Celer Faculdades LTDA	FACISA - Faculdade de Ciências Sociais e Aplicadas	CELER	Xaxim	2001
SEI - Sociedade Educacional de Itapiranga LTDA	FAI – Centro Universitário	FAI	Itapiranga	2001
SEC - Sociedade Educacional Concórdia Ltda	FACC - Faculdade Concórdia	FACC	Concórdia	2003
UCEFF - Unidade Central de Educação FAEM Faculdade Ltda	Faculdade Empresarial de Chapecó – FAEM	UCEFF Faculdades	Chapecó	2003
Serviço Nacional de Aprendizagem Comercial	Faculdade de Tecnologia Senac Chapecó	SENAC	Chapecó	2004
Fundação Adolpho Bósio de Educação no Transporte	Faculdade de Tecnologia Pedro Rogério Garcia - FATTEP	FATTEP	Concórdia	2005
Sociedade Educacional Pinhalzinho – ME	Faculdade Pinhalzinho (HORUS)	HORUS Faculdades	Pinhalzinho	2005
Serviço Nacional de Aprendizagem Comercial	Faculdade de Tecnologia Senac São Miguel do Oeste	SENAC	São Miguel do Oeste	2008
Serviço Nacional de Aprendizagem Comercial	Faculdade de Tecnologia Senac Caçador	SENAC	Caçador	2009
SEPAL - Sociedade Educacional Palmitos Ltda	FAP - Faculdade Regional de Palmitos	Santa Rita	Palmitos	2009
Centro de Ensino Superior Santa Rita Ltda-Me	Faculdade Anglo Americano de Chapecó – FAACH	FAACH – Faculdades Santa Rita	Chapecó	2010
Sociedade Educacional Pinhalzinho – ME	Faculdade HORUS São Miguel (FSJ)	HORUS Faculdades	São Miguel do Oeste	2015

Source: elaborated by the authors based on data provided by AMPESC, 2015. Consultation with the HEI websites.

In 2015, for-profit HEIs accounted for 33.3% of all institutions offering face-to-face higher education in the region, compared to 47.6% for non-profit HEIs and 19.1% for free and public HEIs (DE BASTIANI, 2017). Private institutions in the region are defined as *Business Society* According to the Association of Private Holders of Higher Education of Santa Catarina (AMPESC²) the for-profit private segment offered in Santa Catarina, in 2015, 670 undergraduate courses.

² Available at: <<http://www.ampesc.org.br/conteudo.php?codi=HIST>>. Access on: 01 Mar 2016.

Expansion of Distance Higher Education

The distance higher education (DE) in the western region of Santa Catarina began in 2002, with the offer of the Magister Course by the Federal University of Santa Catarina, in the city of Itapiranga. Years later, in 2005, the University of Contestado offered, in Concordia, the course on Sustainable Rural Development and Agroecology. From 2006 the Open University of Brazil (UAB) has expanded the courses to various cities in the region.

The expansion has been exponential in recent years. From 2002 to 2015, 17 new institutions installed 59 centers in the region in 26 different cities. The expansion was driven by private HEIs. Of the total, 81.3% are private (non-profit and for-profit) and 18.7% public. Regarding the centers installed in the region in 2015, 61% were linked to private for-profit HEIs; 25% to private non-profit institutions and 14% public (MEC / INEP, 2016).

The International University Center (UNINTER) is the HEI with the largest number of centers in the region, followed by the University of Northern Paraná (UNOPAR) and UAB. In 2015 UNOPAR had 9,223 registrations; UNINTER, 3,533; and UNIASSELVI, 2,896 enrollments (MEC / INEP, 2016).

Table 4: HEIs and distance education centers installed in the west of Santa Catarina, in 2015.

NAME IES	HEAD OFFICE	POLO TYPE*	OFFER PLACE
PRIVATE IES FOR PROFIT PURPOSES			
Centro Universitário Leonardo da Vinci – UNIASSELVI	Indaial/SC	Polo de Apoio Presencial	Herval D'Oeste, Itapiranga e Xaxim
Centro Universitário Internacional – UNINTER	Curitiba/PR	Polo Apoio Presencial e EaD	Abelardo Luz, Caçador, Catanduvas, Chapecó, Herval D'Oeste, Irani, Palma Sola, Palmitos, Concórdia, São José do Cedro, Saudades, Videira, São Lourenço do Oeste e Xanxerê.
Centro Universitário UNISEB – UNISEB**	Ribeirão Preto/SP	Polo	Xanxerê
Faculdade Educacional da Lapa – FAEL	Lapa/PR	Polo	Chapecó e Iporã do Oeste
Faculdade Dom Bosco – FDB	Curitiba/PR	Polo	Pinhalzinho
Universidade do Norte do Paraná – UNOPAR	Londrina/PR	Polo de Apoio Presencial	Caçador, Chapecó, Concórdia, Fraiburgo, Maravilha, Quilombo, São Carlos, São Lourenço do Oeste e Xaxim
Universidade Estácio de Sá - Estácio de Sá	Rio de Janeiro	Polo	Abelardo Luz
POLO SUBTOTAL			31
PRIVATE IES WITHOUT PROFIT			
Faculdade Cenecista Osório –	Osório/RS	Polo	Concórdia
© Rev. Inter. Educ. Sup.	Campinas, SP	v.6	1-24
			e020032
			2020

FACOS***			
Centro Universitário SOCIESC – UNISOCIESC	Joinville/SC	Polo	Chapecó e Joaçaba
Universidade do Contestado – UnC	Mafra/SC	Polo	Concórdia, Caçador, Chapecó e Iporã do Oeste
Universidade Luterana do Brasil – ULBRA	Canoas/RS	Polo	Chapecó
Universidade Paulista – UNIP	Jaguaré/SP	Polo	Caçador, Chapecó e São Miguel do Oeste
Universidade do Sul de Santa Catarina – UNISUL	Tubarão/SC	Polo	Chapecó e São Miguel do Oeste
Universidade do Oeste de Santa Catarina – UNOESC	Joaçaba/SC	Campus	Joaçaba, São Miguel do Oeste, Videira e Xanxerê
POLO SUBTOTAL			17
PUBLIC IES			
Instituto Federal de Educação, Ciência e Tecnologia de Santa Catarina – IFSC	Florianópolis/SC	Polo	Palmitos
Universidade Federal de Santa Catarina – UFSC	Florianópolis/SC	UAB	Chapecó, Concórdia, São Miguel do Oeste, Treze Tílias e Videira.
Universidade do Estado de Santa Catarina – UDESC	Florianópolis/SC	UAB	Chapecó, Palmitos, Ponte Serrada, Concórdia, Caçador e Joaçaba
POLO SUBTOTAL			11
TOTAL POLOS			59

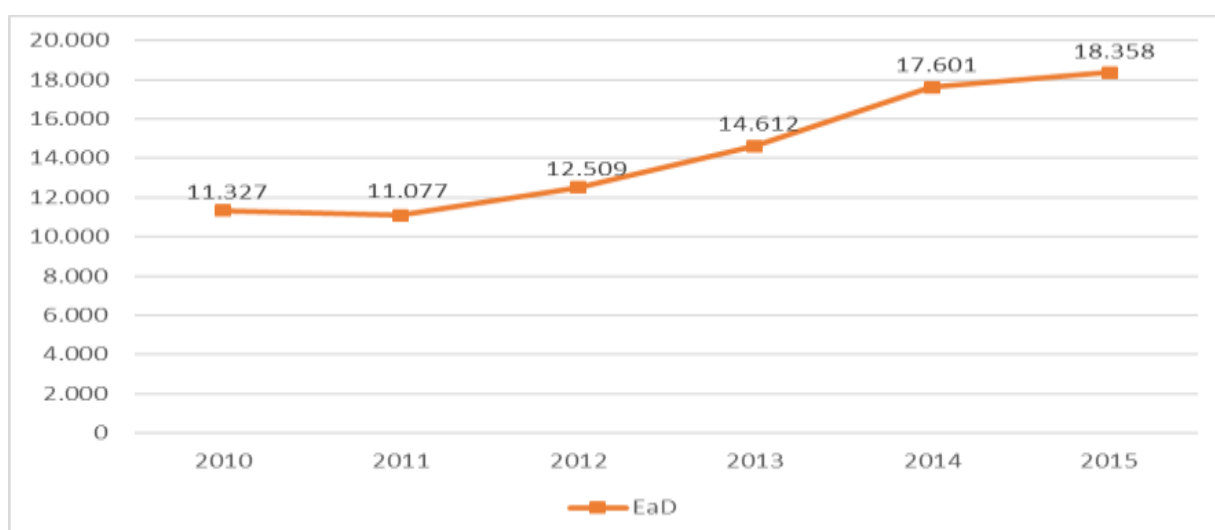
Source: prepared from the database available at MEC / INEP, 2016.

* The “pole type” column was completed by checking the email addresses of each HEI.

** Registered on e-mec online as “Ribeirão Preto University Center (Ribeirão PRE-State)”.

*** Registered in e-mec online as “Osorio Cenecista University Center”.

Higher education courses increased by 119.9% between 2010 and 2015 (MEC / INEP, 2016). The city of Chapecó is the one that concentrates the largest number of distance education centers (10), followed by Concórdia (06), Caçador (05), São Miguel do Oeste (05) and others. Regarding distance education enrollments, the expansion in the period 2010-2015 was 62.1% (from 11,327 in 2010 to 18,358 in 2015).

Graph 1: Evolution of distance education enrollment in the west of Santa Catarina (2010-2015).

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

Of the total enrollment in the region in 2015, 72.3% were in the IES presences (40,522) and 27.7% in the distance learning centers (18,358).

Expansion of Public Higher Education

In the first decade of the 21st century, the last major expansion cycle took place. This is the process of internalization of public HEIs, driven largely by federal government policies, particularly the Program to Support Restructuring and Expansion Plans of Federal Universities (REUNI), the Open University of Brazil (UAB) Program, and the Restructuring Program of the Federal Network of Professional, Scientific and Technological Education.

Paid higher education was the rule in the West region until the early 2000s. The first public HEI installed in the region was the Santa Catarina State University (UDESC), through its creation in 2003 (State Official Gazette No. 17,086, of January 31, 2003), of the Western Higher Education Center (CEO), with the creation of the first three undergraduate courses in the region: Nursing (Palmitos), Food Engineering (Pinhalzinho) and Zootecnia (Chapecó). Classes began on March 1, 2004.

In the following years several campuses of the federal institutes (IFSC and IFC) were installed in the region, which made it possible to offer some higher education courses in several cities in the region. Federal Law No. 11.892 / 2008 created in the country the Federal Network of Scientific and Technological Education. Under the Federal Institutes' expansion plan, the State of Santa Catarina was awarded the Federal Institute of Education, Science and Technology of Santa Catarina (IFSC), headquartered in Florianópolis and the Federal Institute of Education, Science and Technology of Santa Catarina (IFC), established in Blumenau. The institutes resulted from the union of Agricultural Schools or CEFETs, so they already existed as federal authorities, but not as higher education institutions, yet new campuses were created.

IFC has 15 campuses in Santa Catarina, 5 of them located in the west: Abelardo Luz, Concórdia, Fraiburgo, Luzerna and Videira. The IFC was created by Federal Law No. 11.892 / 2008, with the integration of the agricultural schools of Concordia, Rio do Sul and Sombrio, and the agricultural colleges of Araquari and Camboriú, which were linked to the Federal University of Santa Catarina. In the West Region, in 2006 and 2007, the Concórdia Federal Agrotechnical School (today IFC) offered a degree in Food Technology.

IFSC has 22 campuses in Santa Catarina, 6 of them are in the West Region, in the cities of São Miguel do Oeste, São Carlos, Chapecó, Xanxerê, Caçador and São Lourenço do Oeste.

In 2009 the second federal public university was created in Santa Catarina, headquartered in the city of Chapecó. Created in 2009 (Law No. 12,029 / 09), the Federal University of Fronteira Sul (UFFS) implemented its first undergraduate courses in March 2010, and today, at the Santa Catarina Campus of Chapecó, 13 undergraduate courses, 4 masters, 1 PhD in DINTER mode and other specialization courses already completed and some in operation.

The table below shows the process of expansion of public HEIs in the western region of Santa Catarina from 2004.

Table 5: Expansion of public HEIs in the western region of Santa Catarina

IES	Campus	Year
UDESC	Centro de Educação Superior do Oeste (CEO) Chapecó	2004*
	Polo UAB Chapecó	2015*****
	Polo UAB Palmitos	2015*****
	Polo UAB Ponte Serrada	2015*****
	Polo UAB Concórdia	2015*****
	Polo UAB Caçador	2015*****
	Polo UAB Joaçaba	2015*****
IFSC	Chapecó	2006**
	Caçador	2009**
	São Carlos	2011**
	Campus Avançado São Lourenço do Oeste	2014***
	São Miguel do Oeste	2009**
	Xanxerê	2010****
	Polo UAB Palmitos	2015*****
IFC	Campus Avançado Abelardo Luz	2014***
	Concórdia	2005*
	Fraiburgo	2012**
	Luzerna	2011*
	Videira	2011*
UFFS	Chapecó	2010*
UFSC	Polo UAB Chapecó	2015*****
	Polo UAB Concórdia	2015*****
	Polo UAB São Miguel do Oeste	2015*****
	Polo UAB Treze Tílias	2015*****
	Polo UAB Videira	2015*****

Source: the authors based on the MEC / INEP data (2016) and, information available on the websites of each HEI, consultation in 2017.

Caption: * Year of installation of the first college; ** Year of campus creation / implementation; *** Year of campus authorization; **** Year of campus federalization; ***** Base year for course offer verification

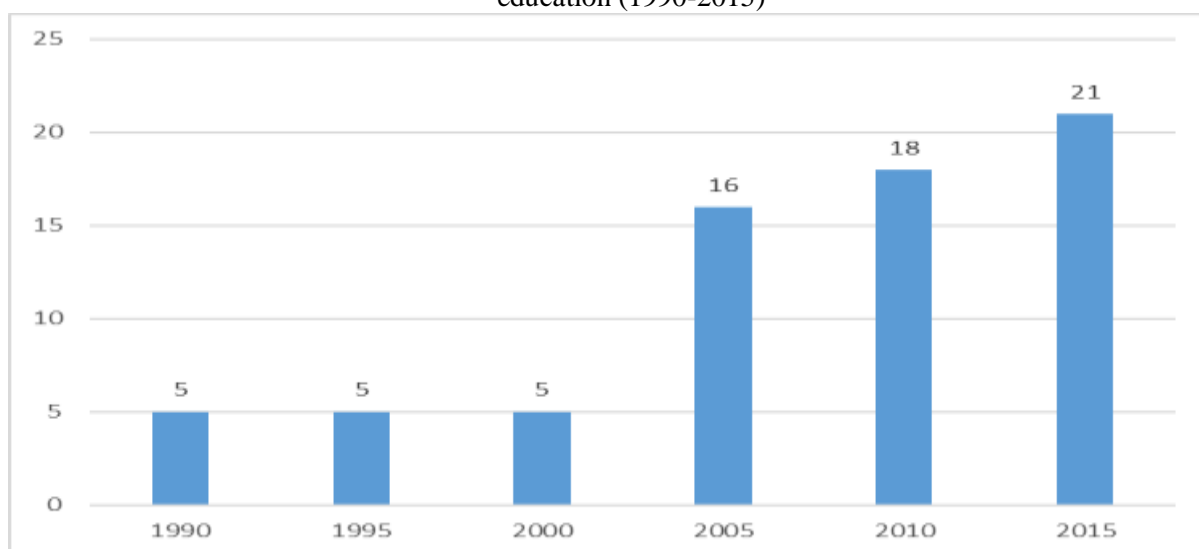
Public higher education was internalized in the West region from 2004, settling in smaller cities through the Open University of Brazil (UAB) and the Federal Institutes (IFs).

The HEI Profile: Face-To-Face Modality

By the year 2000 there were only 05 HEIs offering higher education in the West region. The expansion, despite being recent, was very rapid. In 2005, the number of HEIs with face-to-face offer jumped to 16; In 2015 there were 21, with courses installed in 17 cities.

The expansion, as shown in the chart below, has taken place in recent years. Between 2000 and 2015 the growth corresponded to 420%.

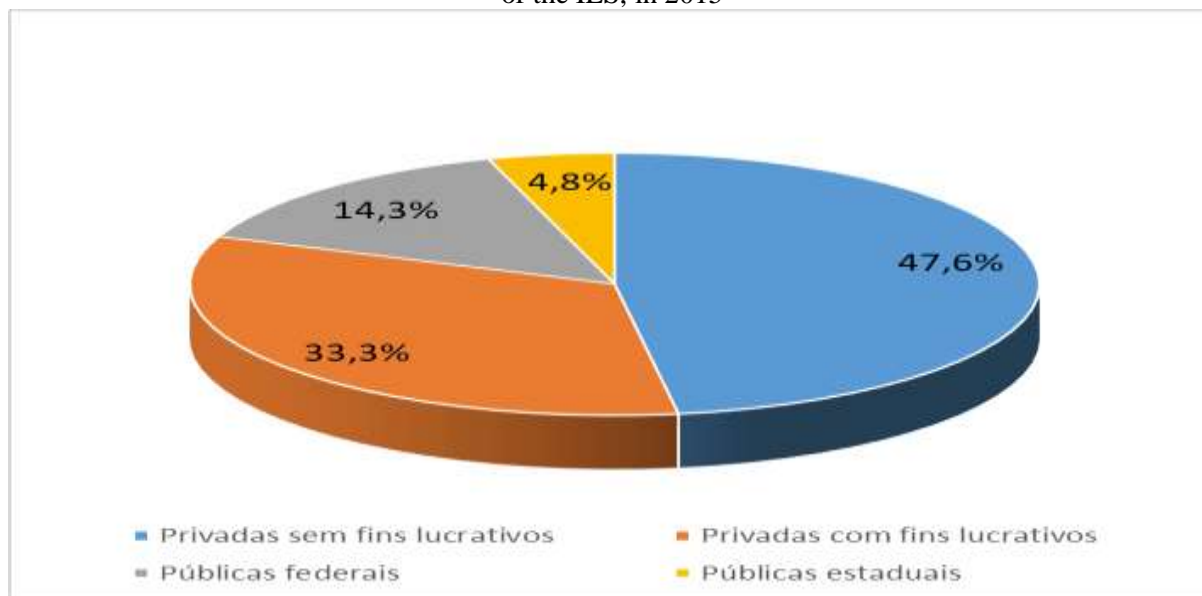
Graph 2: Expansion of the number of HEIs in the west of Santa Catarina offering classroom education (1990-2015)



Source: Table organized from data available at: MEC / INEP / DEAES. Brazilian Higher Education 1991-2004. Santa Catarina. Brasília: INEP, 2006, p. 30-31, and on the website: www.inep.gov.br. Accessed January 2008; MEC / INEP, 2016.

The expansion was led by the private sector: 80.9% of existing HEIs in 2015 were private (for-profit and non-profit) and 19.1% public (federal and state).

Graph 3: The face-to-face higher education in the west of Santa Catarina according to the legal nature of the IES, in 2015



Source: Based on MEC / INEP data, 2016.

Regarding the pedagogical organization, 61.9% of the HEIs that offer classroom courses are defined as “colleges” (FAACH, FACC, CELER, FAI, FATTEP, FAP, FSJ, HORUS, FAEM, SENAI Chapecó and SENAC Caçador, Chapecó and São Miguel do Oeste); 28.6% are universities (UNIARP, UNOCHAPECÓ, UnC, UNOESC, UDESC and UFFS) and 9.5% are federal institutes (IFSC and IFC). Seventeen cities in the region (out of 118) have at least one HEI present. Chapecó has the largest number of HEIs with in-person courses (09 in all), followed by Concórdia and São Miguel do Oeste (04), Pinhalzinho (03), Caçador (02), Fraiburgo (02), Videira (02) and Xaxim (02). Other cities have only one campus or unit.

Chart 6: HEIs offering in-person undergraduate courses in the western region of Santa Catarina, by administrative category, in 2015.

IES	HEAD OFFICE	OFFER CITY
PRIVATE INSTITUTIONS FOR PROFIT		
Faculdade Anglo-Americano de Chapecó – FAACH	Chapecó	Chapecó
Faculdade Concórdia – FACC	Concórdia	Concórdia
Faculdade de Ciências Sociais Aplicadas - FACISA/CELER	Xaxim	Xaxim
Faculdade de Itapiranga – SEI/FAI	Itapiranga	Itapiranga
Faculdade Empresarial de Chapecó – FAEM*	Chapecó	Chapecó
Faculdade Pinhalzinho – HORUS	Pinhalzinho	Pinhalzinho
Faculdade Horus São Miguel – FSJ	São Miguel do Oeste	São Miguel do Oeste
Faculdade Regional Palmitos – FAP	Palmitos	Palmitos
SUBTOTAL		08
PRIVATE INSTITUTIONS WITHOUT PROFIT		

Universidade do Oeste de Santa Catarina – UNOESC	Joaçaba	Capinzal, Chapecó, Fraiburgo, Maravilha, Joaçaba, Pinhalzinho, São José do Cedro, São Miguel do Oeste, Videira, Xanxerê
Universidade Comunitária da Região de Chapecó – UNOCHAPECÓ	Chapecó	Chapecó, São Lourenço do Oeste, Xaxim
Universidade do Contestado – UnC	Mafra	Concórdia
Universidade Alto Vale do Rio do Peixe – UNIARP	Caçador	Caçador, Fraiburgo
Faculdade de Tecnologia Pedro Rogério Garcia – FATTEP	Concórdia	Concórdia
Faculdade de Tecnologia Senac Caçador – SENAC	Caçador	Caçador
Faculdade de Tecnologia Senac Chapecó – SENAC	Chapecó	Chapecó
Faculdade de Tecnologia Senac São Miguel Do Oeste – SENAC	São Miguel do Oeste	São Miguel do Oeste
Faculdade de Tecnologia Senai Chapecó – SENAI	Chapecó	Chapecó
SUBTOTAL		09
PUBLIC IES		
Universidade Federal da Fronteira Sul – UFFS	Chapecó	Chapecó
Universidade do Estado de Santa Catarina – UDESC	Florianópolis	Chapecó Pinhalzinho
Instituto Federal de Educação, Ciência e Tecnologia de Santa Catarina – IFSC	Florianópolis	Chapecó São Miguel do Oeste
Instituto Federal de Educação, Ciência e Tecnologia Catarinense – IFC	Blumenau	Concórdia, Luzerna, Videira
SUBTOTAL		04
TOTAL		21

Source: Based on data from INEP / MEC (2016) and consultation with institutional websites.

* FAEM may also be referred to as UCEFF Colleges.

Courses and Enrollment: Classroom

The present modality is preponderant in the subject enrollment. Of the total enrollment in the region in 2015 (58,880), 72.3% were in on-campus tertiary courses (40,522 enrollments). Growth has been steady, with emphasis on the period 2000-2010, whose expansion was about 85%. In the period between 1992 and 2015, the growth was 397%, higher than the state of Santa Catarina (356%) (DE BASTIANI, 2017). The following graph shows the expansion from 2000 to 2015.

Table 1: Evolution of enrollment and growth rate of face-to-face higher education in the west of Santa Catarina (1991-2015).

Year	Santa Catarina	West Region
1992	49.749	7.461
1993	53.281	8.318
1994	55.820	8.403
1995	64.201	9.392
1996	69.772	10.769
1997	75.489	11.088
1998	82.966	14.203
1999	98.046	18.274
2000	118.059	23.273
2001	134.948	25.287
2002	153.232	30.080
2003	168.896	33.571
2004	178.456	34.816
2005	194.330	38.191
2006	202.876	39.762
2007	202.739	39.648
2008	205.127	40.064
2009	198.724	37.012
2010	205.244	32.897
2011	211.997	34.639
2012	218.404	36.528
2013	224.210	38.871
2014	227.067	38.076
2015	232.848	40.522
$\Delta\%$	385%	397%

Source: Table organized from INEP data, available at: www.inep.gov.br. Accessed January 2008; MEC / INEP, 2016.

As for undergraduate courses, the baccalaureate degree is largely preponderant, corresponding, in 2015, to 66.5% of the total (against 22.9% of the undergraduate degree 10.7% of the technologist degree). There is also a clear expansion of baccalaureate degrees from 2010 to 2015 (7.8%) and retraction of undergraduate degrees (-8.8%) and technologists (-24.4%).

Table 2: Distribution of the number of face-to-face undergraduate courses in the Western Region of Santa Catarina, by academic degree (2010-2015).

Year	Bachelor degree	Graduation	Tecnólogo
2010	180	80	45
2011	190	81	41
2012	203	90	43
2013	208	88	39
2014	207	82	38

2015	212	73	34
------	-----	----	----

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

The predominance of baccalaureate courses is therefore reflected in the distribution of enrollments. In 1995 there were 6,091 enrollments in the baccalaureate courses and 3,301 in the other modalities, representing about 1,8 baccalaureate enrollments for each enrollment in the other modalities. Twenty years later, in 2015, for every 5.3 baccalaureate enrollments, there was an undergraduate or technological enrollment. From 2010 to 2015 there was a 24.4% reduction in the number of technological courses (from 45 in 2010 to 34 in 2015) and from 8.8% of undergraduate courses (from 80 in 2010 to 73, in 2015) (INEP / MEC, 2016).

Table 3: Distribution of face-to-face undergraduate enrollment in the Western Region of Santa Catarina, by academic degree (1995-2015)

Year	Bachelor degree	Bachelor and Degree *	Graduation	Technologist
1995	6.091	255	2.682	364
2000	12.436	853	8.921	1.063
2005	26.666	2.004	6.718	2.803
2010	27.063	-	5.015	1.997
2015	34.119	-	5.045	1.358

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

* The category "Bachelor and Degree" does not exist in the data from 2010.

The largest growth in enrollment in baccalaureate courses was between 2000 and 2005 (114.4%). The expansion continues in the following years, but at a more modest pace. Between 2010 and 2015 the growth was 26.1%. The undergraduate degrees, in turn, had a reduction in enrollment (-25.3%) in the period 2005-2010 and slight expansion between 2010-2015 (0.6%). The retraction is more intense in the technological courses: in the period 2010-2015 the reduction was 32% (MEC / INEP, 2016).

Of the set of higher education courses offered in the region, law, administration, civil engineering and accounting sciences hold the most enrollments. In 2015, the law course accounted for 16% of the total enrollment in the region. In addition, permanent growth is observed. Between 2010 and 2015, the expansion was 21.1%.

Table 7: The ten face-to-face undergraduate courses with the largest number of students enrolled in the Western Region of Santa Catarina in 2015 and retroactive enrollment data until 2010.

COURSE*	2010	2011	2012	2013	2014	2015
Law	5.363	5.684	5.677	6.196	6.314	6.496
Administration	4.734	4.543	4.387	4.431	3.965	3.891
civil Engineering	786	1.018	1.407	1.979	2.353	2.798
Accounting Sciences	2.699	2.663	2.859	2.964	2.677	2.697
Physical Education	1.680	1.694	1.692	1.793	1.761	1.972
Agronomy	1.097	1.328	1.389	1.538	1.629	1.820
Architecture and urbanism	708	855	1.053	1.324	1.525	1.704
Pedagogy	1.493	1.426	1.531	1.666	1.550	1.618
Psicology	1.088	1.153	1.224	1.382	1.450	1.492
Veterinary Medicine	708	791	903	979	1.068	1.221

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

* The number of undergraduate and baccalaureate enrollments is considered here.

© Rev. Inter. Educ. Sup.	Campinas, SP	v.6	1-24	e020032	2020
--------------------------	--------------	-----	------	---------	------

Despite taking the second place with 9.6% of the total attendance enrollment in the region, the Administration course presented a progressive retraction in the period. Civil Engineering, in turn, presented a significant growth in the period (256% between 2010-2015).

The imbalance between baccalaureate and undergraduate enrollment can also be seen in the table below. Except for Pedagogy and Physical Education, the other undergraduate courses have suffered retraction. Of the total in-person enrollment in 2015 in the region (40,522), the undergraduate degrees accounted for 11.7% (4,773 enrollments). The law course answered alone in 2015 for 16% of the total (MEC / INEP, 2016).

Table 4: Number of Enrollment in On-campus Degree Courses in the Western Region of Santa Catarina in 2015.

Course	Enrollments
Pedagogy	1.618
Physical Education	1.351
Languages (Portuguese, English, Spanish)	379
History	278
Mathematics	269
Sociology / Social Sciences	194
Geografy	174
Philosophy	139
Arts	117
Biological Sciences	112
Physics	100
Chemistry	42

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

Higher education in the region is predominantly female. Female enrollment represented, in 2015, 57.6%, a percentage above the national level. According to the 2016 Higher Education Census, female enrollment in Brazil corresponded to 55.5%, compared to 44.5 male (MEC / INEP, 2016).

According to the table below, female presence is higher in all years (2009-2015) and in all aspects (enrollment, admissions and graduates). Between 2009 and 2015, female enrollment was 5,558 higher than male enrollment (MEC / INEP, 2016).

Table 5: Evolution in the number of enrollments, admissions and graduates in face-to-face undergraduate courses in the Western Region of Santa Catarina, by gender (2009–2015)

Year	Enrollments		Admissions		graduates	
	Female	Male	Female	Male	Female	Male
2009	18.802	13.423	6.120	4.625	2.754	1.690
2010	20.004	14.071	6.263	4.477	3.677	2.264
2011	20.318	14.661	6.250	4.889	3.027	1.964
2012	21.118	15.138	7.843	5.805	3.284	2.103
2013	22.383	16.488	7.016	5.616	3.326	1.929
2014	22.038	16.701	7.130	5.935	3.386	1.986
2015	22.618	17.904	6.963	6.052	3.826	2.331

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

© Rev. Inter. Educ. Sup.	Campinas, SP	v.6	1-24	e020032	2020
--------------------------	--------------	-----	------	---------	------

The female presence is predominant in most courses and academic degrees (baccalaureate and undergraduate). In the ten courses with the highest enrollment (listed above), women are the majority in six of them: Pedagogy (96.9%), Psychology (87.6%), Architecture and Urbanism (71.3%), Science Accounting (65.1%), Law (57.8%), Administration (54.8%). The courses that maintain male predominance are: Agronomy (79.5%), Civil Engineering (66.7%), Veterinary Medicine (52.3%) and Physical Education (50.8%). As for academic degrees, females are predominant in bachelors (55.4%) and undergraduate (73.1%). In technologists, the difference is small: 50.6% men and 49.4% women.

From an ethnic point of view, face-to-face higher education in the region is white. In 2015, 72.2% of students declared themselves white; 7.1%, brown; 1.3% black; 0.8%, yellow and 0.3% indigenous (MEC / INEP, 2016). The percentages have a direct correlation with the ethnic profile of the region. According to a survey by IBGE (2010), the population of the West was 78.1% white; 17.6% brown; 3.1% black; 0.5% yellow and 0.5% indigenous and 0.2% undeclared.

The university population of the region is young. In 2015, 69.3% of the enrolled students were between 18 and 24 years old.

Table 1: Evolution in the number of enrollments in face-to-face undergraduate courses in the Western Region, by age group (2010-2015)

Age range	2009	2010	2011	2012	2013	2014	2015	%
Under 18	296	419	509	495	519	432	440	1,3%
18 years	2.752	2.787	3.130	3.187	3.472	3.438	3.596	8,8%
From 19 to 24	19.504	20.591	5.642	21.872	23.359	23.665	24.651	60,5%
From 25 to 29	5.143	5.531	2.451	5.812	6.210	6.144	6.500	16%
From 30 to 34	2.151	2.295	1.150	2.556	2.801	2.711	2.830	7%
From 35 to 39	1.144	1.182	603	1.209	1.273	1.236	1.307	3,3%
From 40 to 44	674	681	603	585	647	591	659	1,6%
From 45 to 49	333	362	348	325	346	303	319	0,8%
From 50 to 54	120	126	117	116	141	144	136	0,3%
From 55 to 59	74	71	56	67	70	43	56	0,2%
From 60 to 64	20	19	16	25	23	25	20	0,1%
From 65 or more	14	11	6	7	10	7	8	0,1%

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

The data show that university students in the West region are younger than the average in the state of Santa Catarina. While in the region the percentage of young people aged 19 to 24 is 60.5%, in the state the percentage is 57.9%.

Final Considerations

On November 22, 2018, the first fiftieth anniversary of the presence of higher education in the West region was celebrated. Until the year 2000 only five HEIs offered classroom courses, totaling 18,632 enrollments of an estimated population of 1,116,000 (DE MARCO, TREVISOL, 2007). Up to that date, the non-profit private (community) HEI segment accounted for 100% of the offer, with courses installed in the main cities of the region. The expansion of HEIs, courses and enrollment began in 2001, with the creation of the first private for-profit institutions and, later, public HEIs.

Similar to what occurred throughout the state of Santa Catarina, in the western region the expansion was led by the private sector. In the face-to-face modality, the private segment accounted, in 2015, for 80.9% of HEIs (47.6% non-profit private and 33.3% for profit) and the public segment for 19.1% (14.3% federal public and 4.8%, state public). In distance education, 86% of the hubs installed in the region were, in 2015, private (61% for-profit and 25% non-profit) and 14% public (INEP / MEC, 2016). The private segment (for-profit and non-profit) is hegemonic in offering higher education courses in the region. Of the total of courses offered in 2015, 1,123 were linked to the private sector (95.9%) and 47 to the public sector (4.1%). There was a remarkable growth in institutions and enrollment from the year 2000. The number of HEIs with face-to-face offer increased from 05 in 2000 to 21 in 2015 (growth of 420%); Enrollment jumped from 18,632 to 40,522 in 2015.

Regarding the academic organization of the HEIs (face-to-face and distance education), 45.5% of the institutions that offered undergraduate courses in the region in 2015 were colleges; 33.3%, universities and 15.2%, federal institutes.

Regarding higher education, there is a permanent growth in the number of courses in all modalities in recent years, with emphasis on the growth of undergraduate (102.4%, going from 170 courses in 2010 to 344 in 2015) and technological courses. (67.2%, going from 271 in 2010 to 453 in 2015). The offer of courses varies, however, according to the academic degree (baccalaureate, degree and technologist) and modality (in person and distance education). Bachelor degrees are predominant in face-to-face, while technologists prevail in distance education.

Table 8: The distribution of enrollment in the western region of Santa Catarina according to academic degree and type of offer, in 2015.

MODE	BACHELOR DEGREE	GRADUATION	TECHNOLOGIST
Face-to-face	66,5%	22,9%	10,7%
Distance education	19%	31,8%	49,2%

Source: Based on data from INEP / MEC (2009-2015).

The baccalaureate degree is therefore the academic degree that concentrates the largest number of enrollments in the region, corresponding to 65.5% of the enrollment of the face-to-face modality, with growth of 29.7% between 2010-2015 (from 29,608 in 2010, to 38,411 in 2015).

Regarding enrollment, 72.3% were, in 2015, in the IES presences (40,522) and 27.7%, in the distance learning centers (18,358). The data indicate significant growth of enrollment in the EaD modality. While the face-to-face expansion in the period 2010-2015 was 25.7%, in DE distance it was 62.1% (from 11,327 in 2010 to 18,358 in 2015). The law course is the one with the largest number of students enrolled in 2015 (offered only in the classroom), totaling 6,496 students. The course is offered in 7 of the 21 HEIs based in the region and in 9 cities.

References

- AMPESC. **Associação das mantenedoras particulares de Ensino**. Available on: <http://www.ampesc.org.br/conteudo.php?codi=HIST>. Access on: 01 mar. 2016.
- BRASIL. **Lei 4.024. Lei de Diretrizes e Bases da Educação Nacional**. 1961. Available on: http://www.planalto.gov.br/ccivil_03/leis/14024.htm. Access on: 02 mai. 2018.
- BRASIL. Lei 5.540. **Lei da reforma universitária**. 1968. Available on: http://www.planalto.gov.br/ccivil_03/leis/15540.htm. Access on: 02 mai. 2018.
- BRASIL. Lei nº 9.394, de 20 de dezembro de 1996. Estabelece as diretrizes e bases da educação nacional. **Diário Oficial da União**, Brasília, DF, 23 dez, 1996.
- BRASIL. Lei n. 12.029, de 15 de setembro de 2009. Dispõe sobre a criação da Universidade Federal da Fronteira Sul. **Diário Oficial da União**, Brasília, DF, Seção 1, p. 1, 16 set. 2009.
- DE BASTIANI, Sherlon Cristina. **Dinâmicas de desenvolvimento da educação superior na região Oeste de Santa Catarina (1968-2015)**. 2017. 119 p. (Dissertação de Mestrado) - Universidade Federal da Fronteira Sul. Chapecó, SC.
- DE BASTIANI, Sherlon Aparecida; TREVISOL, Joviles Vitório. **Interiorização da educação superior brasileira: uma análise da região Oeste de Santa Catarina (1968-2015)**. XI ANPED Sul. Reunião Científica Regional da ANPED, Curitiba, 2016.
- DE MARCO, Ben Hur; TREVISOL, Joviles Vitório. **O meio ambiente nos municípios de Santa Catarina**. Joaçaba: Editora Unoesc, 2007.
- FRANTZ, Walter. Universidade Comunitária: uma iniciativa pública não-estatal em construção. **Cadernos Injuí**. Editora: Unijuí, 2004.
- FREITAG, Barbara. **Escola, estado e sociedade**. São Paulo: Moraes, 1980.
- GUMBOWSKY, Argos. O ensino superior nas universidades fundacionais municipais catarinenses: a gênese de um modelo de ensino superior comprometido com o

desenvolvimento regional. *In*: CONGRESSO BRASILEIRO DE HISTÓRIA DA EDUCAÇÃO, 3., 2004, Curitiba. **Anais eletrônicos...** Curitiba: PUCPR, 2004. Available on: <http://www.sbhe.org.br/novo/congressos/cbhe3/Documentos/Individ/Eixo3/460.pdf>. Access on: 30 jun. 2016.

HAWERROTH, Jolmar Luis. **A expansão do ensino superior nas universidades do sistema fundacional catarinense**. Florianópolis: Insular, 1999.

IBGE. Fundação Instituto Brasileiro de Geografia e Estatística. Available on: <http://www.sidra.ibge.gov.br/bda/tabela/protabl.asp?c=608&z=cd&o=5&i=P>. Access on: 20 abr. 2016.

IBGE. **População de Santa Catarina**. 2017. Available on: https://ww2.ibge.gov.br/home/mapa_site/mapa_site.php#populacao. Access on: fev. 2018.

JOAÇABA. Lei Ordinária 545. Fundação Universitária do Oeste catarinense. Câmara Municipal de Vereadores. 1968. Available on: <https://leismunicipais.com.br/a/sc/j/joacaba/lei-ordinaria/1968/54/545/lei-ordinaria-n-545-1968-institui-a-fundacao-universitaria-do-oeste-catarinense-fuoc>. Access on: mai. 2018.

MATHIAS, Leticia. **Em 50 anos de história, conheça o processo de expansão da Udesc nas regiões catarinenses**. 2015. Available on: <http://ndonline.com.br/florianopolis/noticias/257269-expansao-da-udesc-em-50-anos-de-historia.html>. Access on: 29 jun. 2016.

MACHADO, Ana Maria Netto. **Universidades comunitárias: um modelo brasileiro para interiorizar a educação superior**. p. 74-92. *In*.: SCHMIDT, João Pedro (org.). *Instituições comunitárias: instituições públicas não estatais*. Santa Cruz do Sul: EDUNISC, 2009. 395.p.

MEC/INEP/DEAES. **Educação Superior Brasileira 1991-2004**. Santa Catarina. Brasília: INEP, 2006.

MEC/INEP. **Censo da Educação Superior**. Disponível em: www.inep.gov.br. Acesso em janeiro 2008.

MEC/INEP. **Censo da Educação Superior 2016**. Available on: <http://portal.inep.gov.br/web/censo-da-educacao-superior>. Access on: 01 jul. 2017.

MEC/INEP. **Censo da Educação Superior 2016. Principais resultados**. Available on: http://download.inep.gov.br/educacao_superior/censo_superior/documentos/2016/censo_superior_tabelas.pdf. Access on: 12 fev. 2018a.

MEC/INEP. **Censo da Educação Superior 2016. Notas estatísticas**. Available on: http://download.inep.gov.br/educacao_superior/censo_superior/documentos/2016/notas_sobre_o_censo_da_educacao_superior_2016.pdf. Access on: 12 fev. 2018b.

MUNIZ, M. D. **Educação superior em Santa Catarina: consolidação e expansão**. 2006, 261 p. (Doutorado em Engenharia de Produção) - Universidade Federal de Santa Catarina, Florianópolis.

PEGORARO, Ludimar. O terceiro setor e o ensino superior no Brasil: o sistema fundacional catarinense. *In.*: PERONI, Vera Maria Vidal; BAZZO, Lúcia; PEGORARO, Ludimar; COSTA, Áurea de Carvalho [*et al.*] (org.). **Dilemas da educação brasileira em tempos de globalização neoliberal**: entre o público e o privado. Porto Alegre: Editora da UFRGS, 2006.

PEGORARO. **Terceiro setor na educação superior brasileira**. Campinas: Leitura Crítica, 2013.

VEDANA, Léa Maria Ferreira. A educação em Santa Catarina nos anos 60. **Revista Esboços**, v.5, n. 5. Jun./Dez. 1997. Available on: <https://periodicos.ufsc.br/index.php/esbocos/article/view/524>. Access on: 15 fev. 2018.

SAMPAIO, Helena. **O ensino superior no Brasil**: o setor privado. São Paulo: Hucitec, 2000.

SANTA CATARINA. Lei nº 2.772, de 21 de julho de 1961. Dispõe sobre o Plano de Metas do Governo Estadual sobre o quinquênio 1961/1965, institui fundos, unifica tributos, autoriza a constituição de sociedades existentes, a assinatura de convênios, cria secretaria de estado e dá outras providências. Available on: <http://leisestaduais.com.br/sc>. Access em: 15 fev. 2018.

SANTOS, Milton. O lugar e o cotidiano. *In.*: SANTOS, B. de S.; MENEZES, M. P. (org.). **Epistemologias do Sul**. São Paulo: Cortez, 2010.

SAVIANI, Dermeval. **História das ideias pedagógicas no Brasil**. São Paulo: Autores Associados, 2007.

TREVISOL, Joviles Vitório. O ensino superior público na Mesorregião Fronteira Sul: a implantação da UFFS. *In.*: RADIN, José C.; VALENTINI, Delmir J.; ZARTH, Paulo A. **História da Fronteira Sul**. Porto Alegre: Letra&Vida; Chapecó: UFFS, 2015a.

TREVISOL, Joviles Vitório. A pós-graduação na Universidade Federal da Fronteira Sul: interiorização e redução de assimetrias em uma Região de fronteira. **RBPG**, Brasília, v. 12, n. 28, p. 505-532, ago. 2015b.

UDESC. **Estudo da viabilidade técnica e financeira para instalação de curso de nível superior em Joaçaba**: FUOC – Fundação Universitária do Oeste Catarinense. Joaçaba: Prefeitura Municipal de Joaçaba; Universidade para o Desenvolvimento do Estado de Santa Catarina, nov. 1969.

UNOESC. **Universidade do Oeste de Santa Catarina**. Available on: <http://www.unoesc.edu.br/unoesc/historico>. Access on: 4 abr. 2016.