

University and local development in Goiás, Brazil: a case study of UEG

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Abstract

This paper discusses the relationship between the University, the Government and the local company in an economic development dimension in Goiás, Brazil, in the context of productive restructuring and innovation. The object of study is the University since it is the locus of knowledge production and this is an important resource to the development and to the wealth of a State. This study is justified by the creation of State University of Goiás (UEG) by the local govern to expand access to higher education. This actor possibly performs bureaucratic capacity and empowerment of the State. So, this study aims to investigate the State University of Goiás (UEG) which is located in 42 cities around the state and the theoretical reference to discuss the interaction between University, company and Government based on approaches that address the role of the university as the triple helix, the innovation system and the scholars of Latin America (Uruguay and Brazil), which proposes to improve conditions for innovation in a knowledge-based society, where the academic entrepreneurship is an extension of the activities of teaching and research and also the reversal to the universities with technology transfer capabilities, taking a role traditionally played by industry. The question is what is the University (UEG) interaction with local development, particularly local businesses and how its actions have caused impacts and results in the State of Goiás? For this, it seeks to know the type of structure of the model of entrepreneurial University, which is a process driven internally (from inside out), by cultural and infrastructure changes. The research methodology is qualitative and descriptive which refers to the review of the literature and documentary research of the theoretical content to support the discussion of the object. Then it will be held the articulation of theoretical assumptions with empirical context of the University as an actor that links to local development. This is also a case study from UEG and theoretical references are based on the evolutionary theories. This ongoing research reveals that the role of the University has been transformed by required training, employee training, technological infrastructure which has the challenge of the generation and the transfer of knowledge, innovation and technology through interaction and research for economic actors, as companies-industries and, consequently, to local development.

Key-words: university, Government, local development, innovation, industry.

1- Introduction

The university is one of the main actors in the process of catching up in productive reorganization and innovation in industrialized countries and in developing countries. It is responsible for the process of creating and disseminating knowledge since the technical progress of science is considered important for socioeconomic development.

Nowadays, knowledge is considered a basic and necessary component in the globalized world and it is an important tool to the local development. As the university is considered a major locus of production and dissemination of knowledge, there is a common discussion, in educational institutions (formal and systematic), about the process of knowledge referred to learning and also to the relationship between teacher and students.

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This thesis project discusses the role of State University of Goiás from the triple helix model, the innovation system approach and Latin American approach that focuses on the interaction among university, industry and government needed to strengthen national innovation systems in developing countries. It is expected that the changes and challenges experienced by this University in its new role in promoting the socioeconomic development of the state will be identified. These changes and challenges are driven by the force of the capitalist system in order to contribute to the wealth the state of Goiás considering its needs related to the training of workers, technological infrastructure and innovation.

This thesis research is organized in the following parts: introduction, theoretical framework, objectives, research question, hypotheses, methodology, findings and interpretations, conclusions. In this introduction, the contextualization of the research is presented considering the changes in the role of the university as a consequence of the relevance of knowledge in the current economic environment and the path dependency of higher education within the Brazilian economy.

It also investigates UEG and its consolidation by the State Government that established its creation, the initial conditions to the socioeconomic development and the access to higher education. At the same time, Brazilian legislation shows a progress, extending the range of funding programs in R & D, even if they perceive a lack of cooperation and consensus between business and government support. A more systematic implementation of policies to support innovation in Brazil since 1999 has occurred in order to engage the companies in product innovation strategies, processes, forms of use, distribution and marketing in order to achieve higher levels of development and generation of income.

In the case study, we consider some issues such as the trajectory that UEG has designed to transfer knowledge to society; teachers' skills and the training strategy of the university; the employees contributions; experiences in developing the local where UEG has a proactive role and how the university prepares itself to the demands of society's technological and productive changing. Therefore, from the analysis of UEG, which consists of forty-two Units College in several cities with different structure, culture and way of managing knowledge, raises a central question about the interaction of the university with local companies and the outcomes and impacts caused by their actions in the development of Goiás. It is also uncertain whether the higher education policy sets guidelines to the training of workers and to the creation of knowledge that contributes to regional development or the UEG has remained in the shadow of the proposed local economy during its evolution.

In this sense, this research seeks to understand whether the type of structure and practices of the UEG are (or not) close to the entrepreneurial university model, which is understood as a university that directly contribute to the socioeconomic development of a region. The focus of the study is based on the roles those different actors government, universities and companies on the economic and social development of the state.

After this characterization of this thesis research, we discuss some theoretical frameworks: the concept of knowledge in different locus of its creation, use and disclosure; the dependence of the trajectory of higher education and the economy; and the triple helix model, the innovation system and the Latin American approach.

2- Theoretical framework

2.1 The concepts of knowledge

The university, in addition to the role of educating people and workers, produces and disseminates knowledge, sharing it with the society, and also it has a new challenge which is the creation and transfer of knowledge, technology through interaction and research between economic actors, such as companies. The debate over the condition of knowledge or its validity is considered in this thesis project from different frameworks.

In this sense, the theory of knowledge is redefined according to the characteristics of the current context, seeking to define the best way to drive it and conquer it. The questions are: what kind of knowledge is needed is being produced or is necessary in the context of globalization and productive restructuring? The possible answers refer to approaches produced in universities and companies. Nonaka and Takeuchi (1997, p. 38) “defined knowledge as the most powerful engine of production and highlighted the use of existing knowledge and not the creation of a new one in the company”. Schumpeter and Hayek, both of the Austrian school, considered knowledge as subjective and not fixed. They highlighted that the individuality of each agent / subject is important as well as their implicit knowledge which is specific to the context.

Schumpeter emphasized the importance of the combination of explicit knowledge and it is one of the modes of knowledge creation. Note also that Schumpeter developed a dynamic theory of economic change and worried about the experimental nature of the capitalist economy and manifests. The scholars also emphasize Penrose (apud NONAKA; TAKEUCHI, 1997, p. 39) whose focus is on individual growth of the company, understood as “an

administrative and a set of productive resources, both human and material". Finally, they emphasize the theory of Nelson and Winter who believe that knowledge is stored in the form of behavior patterns regular and predictable called routines and innovation is the change in the unpredictable routines, recognizing that the essence of technology is knowledge.

The creation of new knowledge involves both ideas and ideals. Knowledge is made by the individual interactions within the company and by individual initiative and then interacts with the group to the organizational knowledge. Therefore, the main actors in knowledge creation for a new product, a new idea are those who participate in the organization, regardless of staffing levels. It is the interaction of the actors in order to explain and to stimulate the creation of new knowledge in the companies that summarizes the conversion of tacit and explicit knowledge.

Gibbons et al. (1994) concluded that a new mode of knowledge production concerns not only with which knowledge is produced, but also how it is produced, the context in which it occurs, the way in which it is done, what processes are formulated and how quality control mechanisms are defined. So, the production of knowledge takes place in cooperation and the relationship between university and industry and it can occur when there is willingness on both sides for mutual contributions.

Knowledge is the main point of the debate and different theoretical approaches such as philosophy, logic, sociology, education and other areas that elaborated new concepts and ways to access it and suggest the best way to achieve it. Thus, among other explanations of those approaches and although that may be a reference for a counterpoint, they indicate how knowledge is conceived in the Brazilian educational ideas and practices which are not those considered in this investigation. In fact, what interests us, is the idea that knowledge is a human endeavor and socially produced in social relations of men (Kuhn, 1970).

It seems that knowledge has been considered a base in the capitalist and globalized world since the role that knowledge plays in the current production process leads the university to prepare professionals and to contribute to the growth of some industrial sectors and consequently to the local development. The search for the definition of knowledge in this new setting implies the view the university should adopt considering that mankind has new social and economic needs. The dialogue among three elements: the new economy, a new education and political perspectives is part of the context of the productive reorganization because it is important to encourage local development issues that consider endogenous institutional territoriality and also because they are interrelated elements and not exclusive.

In this context, economy is based on production and use of knowledge. To Lastres and Albagli (1999) the new society is characterized by the synergy of a number of social innovations, institutional and technological, organizational, economic and political, from which information and knowledge have come to play a new and strategic role. The knowledge economy and learning provides solutions to many of the problems related to such exhaustion of the previous pattern.

2.2 University and Economy

The review of the historical process of the last two decades of the twentieth century contributes to the understanding of the factors that precipitated an institutional change in higher education in the state of Goiás, which is the creation of the UEG. The period of this research involves the Creation Act of UEG in 1999 by the end of the first decade of this century (2000-2010) and seeks to analyze the construction, development and evolution of this university.

Considering the historical trajectory, Furtado (1989) argues that Brazil's mid-nineteenth century was not much different than it had been in the previous three centuries, which shows that the economic development of Brazil occurred in the nineteenth century, but with the crisis, the world depression, the Brazilian economy was already fragile enters the twentieth century exhausted and in need of a new economic model, industrialization. So, there is a stagnation of the economy and consequently the late development of the country because of the period of slavery that stressed the social inequality and thus promoted underdevelopment of the country, as pointed out by Suzigan (2011). Therefore, industrialization was used as a development strategy for the period 1930-80 to monitor the global context in which they highlighted the crisis of overproduction in the early twentieth century and disenchantment with liberalism.

The country had its cycles of growth, such as in the 1970s, post World War II, and then in 1990s. And, especially after World War II, there was a need for development in national contexts from socioeconomic, political and organizational in order to expand its productive base. In the 1980, we adopted a modern capitalist and an internationalized economy linking the economic, social and political issues. In the 1990, the global context presented a society where knowledge and its generation were a fundamental resource as well as the possibility of increasing access to information and technology. In this context, we discuss the socioeconomic condition of university, which aims to contribute to the development of the

country. Thus, from the brief reconstruction of the history of Brazilian economy and education, we agree that the creation of Brazilian university was late since it has taken place through individual and private colleges in the 1930s.

A redefinition of the role of the university begins in the political context and a reform in the Brazilian state occurs as a historical process. Therefore education is promoted as the vector of development of the nation. In this context, educational policies are present in the current discussion. Thus, it appears that the neoliberal policy in developing countries encourages unaccountability of the State to education, but at the same time, the Brazilian Constitution of 1988 considered education as universal right and duty of the state and the family, which requires the Brazilian state to promote education as a right of all citizens. It is a fact that the demands of the working class are provided legitimately by the Constitution of 1988. By ensuring the allocation of 25% of taxes and transfers in the case of states and municipalities for education, the challenge is made by the mismatch between the quantity and quality of Brazilian public education.

According to Dourado (2001), after the 1980s, policy initiatives were designed to expand higher education in Goiás and they were implemented as a result of the need for the regional development. Then, there were different acts of creating institutions of higher education in the state. Accordingly, Goiás experienced economic development and technological advances that caused changes in the relations of production and work. The author believes that,

By the year 1980, there were only two universities in Goiás – the Federal University of Goiás and the Catholic University of Goiás – and nine higher education institutions which were isolated and some were public and others private. From then on, there were numerous single institutions from different administrative spheres - federal, state and municipal. Even in the 1980s, another important factor promoted the beginning of new institutions in Goiás. It was the combination of forces within civil society and the democratization of the established powers and private interests. Goiás experienced the growth of private institutions with weak government regulation. Therefore, these institutions aimed to educate teachers and professionals to access or remain in their jobs. The educational system was influenced by the official documents such as the Constitution of 1988 since declared the access to education for all Brazilians as well as the professional education.

A fundamental task for this analysis is to understand how the public university has been set up in recent decades in Goiás. It is important to consider that the last two decades of the twentieth century university received an institutional change for its significant expansion,

at least in number of institutions. By mapping the situation of the socioeconomic and political context, there is, therefore, the dependence between economy and education, it is possible that the economy determines the structure of the university, for the different economic models for the alternation of the university remains whether public policies on higher education has given conditions for the university to make important in the growth and regional development.

The university has been redefined by different approaches as the Triple Helix approach, the Latin American approach and the Innovation System approach. The triple helix approach considers that the university is seen as an actor and a creator of the economic development of firms; in the Latin American approach, the actor considers social development; and the innovation systems approach considers the qualified human resources and partnership among companies for innovation.

2.3 The Triple Helix model

The starting points of Etzkowitz and Leydesdorff (1997) who formalized this model are to explain the relationship between actors (players-participants). This model consists of three spheres of influence: universities as the place where knowledge is created; enterprises as the users of knowledge; and the government that through its policies and regulatory agencies imposes and influences actions and activities and encourages entrepreneurs. Thus, scholars add a third role to the university: the economic development and social roles beyond teaching and research.

This model is defined as non-linear and aims to improve the conditions for innovation in a knowledge-based society. The authors pointed out that, mainly the Triple Helix is a model for analyzing innovation in a knowledge-based economy; hence the innovation system can be represented by this model that arises in response to the technical and scientific growing and to its importance for development.

In the context of the 90s, when the world is organized to consider the future of their countries and therefore its economic development, the tendency was to reorganize the roles of institutions and propose development strategies based on knowledge. Thus, the change in today's society has been motivated by the importance of knowledge because the development of strategies is based on knowledge and not only in strategies of industry or government. Modern society has a part of its infrastructure based on the knowledge economy and hence the important role of the university.

Therefore, the definitions of the role of the university instead of teaching and research, suggest an organization that includes the mission of an enterprising. The arguments are that the entrepreneurial activities contribute to national development and regional context of a society based on technological advances and knowledge. In this sense, academic entrepreneurship is on the one hand, an extension of teaching and research, on the other hand, a proposal for a reversal of roles as the ability to transfer technology, traditionally played by the industry, which is now also assigned to the university.

It is clear that this model has led to disagreements among theorists since some of them have pointed to the loss of critical condition if the university took the role of entrepreneur, submitting itself to the logic of the market. However, there were those who argue that there was no way to separate teaching, research and business activities, reaffirming the entrepreneur paradigm in different academic contexts.

The triple helix model can be used to interpret the process of change within the university and stimulates the entrepreneurial culture of the institution. The concept of entrepreneurial university has an academic structure and a function that is reviewed through the economic development and the academic mission as research and teaching. The entrepreneurial paradigm is not confined to new technologies or to intensive research in the universities because it needs to be related to both teaching and research.

As Etzkowitz (2000) pointed out the emergence of the entrepreneurial university is a response to the growing importance of knowledge in the national innovation system. Etzkowitz and Leydesdorff (1998) stated that the Triple Helix model is appropriate to address the current research system in its social context and highlight the importance of university researchers as key elements that influence the outcome of the process of technology transfer in regional economic development. As a consequence, science and technology have played an essential role for developing countries and innovation systems have been historically important as they are related to the scope of national competitiveness.

The Triple Helix model adopts an evolutionary perspective which is considered necessary, not only because of the focus on the historical context, but the emerging innovation system that enables the understanding actors have to overcome the contingencies that arise or exist in this innovation system. In reviewing the motion of the triple helix model it is possible to observe its evolution and the different discussions and adjustments among its peers, which validates its importance as an emerging complex model that contributes to the transition of global development.

The construction of the model can be interpreted from the evolution of the concept, and, initially, there was the definition of institutional spheres, which are the state, industry and academia. Then, the creation of an outbreak communication between the institutions can be institutionalized to a greater or lesser degree with this proposal to add the component communication. The interfaces between the different functions operate in a distributed model that produces potentially new forms of communication as an interface for technology transfer.

And finally, the institutional spheres of university, industry and government, beyond their traditional roles, are able to assume the roles of others, and a complex set of organizational issues between the spheres that increasingly break down barriers between them, and the links between the institutional spheres. The justification of the triple helix model according to Etzkowitz and Leyderdorff (1998) is based on several arguments such as the higher cost for the country or the importance of global and local dimensions.

The three helices represented by the university, business and government have multiple ways of interaction and the author presents three dimensions. The first is considered the internal transformation such as the development of lateral ties among companies through strategic alliances or take the economic development mission by universities. The second dimension is the influence of a helix over the other and the third dimension is the creation of a network and organizations involved trilateral from the engagement of three blades formed for the purpose of giving rise to new ideas and shapes for the development.

2.4 Innovation System Approach

The innovation system approach considers the company's interaction with the institutions and the economic, political and social issues. Therefore, this theory is built because it considers university as an important actor in the generation of innovation, both for being a producer and disseminator of knowledge that contributes to economic development, and also because of the education of people to be able to act competently and in coordination between teaching and research.

The National Innovation System (NIS) is a concept of evolutionary or neoschumpeteriana theory. Schumpeter (1942) considered the relationship between technological innovation and economic development, as it showed that the generation and use of innovation and diffusion processes are key to the same economic growth that occurs in a dynamic process.

Lundvall (2007) considered that innovation refers to the process of introducing new ideas in the sphere of the market and in the center of the innovation process is the current collective entrepreneurship, for example, many interacting agents, working together to bring about changes in local development. Thus, innovation is an interactive process as much as devolution. According to Dosi (1988), innovation is characterized by the search, discovery, experimentation, development, imitation and adoption of new products, processes and new organizational techniques.

Freeman (1974) presented the production system and the fact that important parts of the knowledge base is tacit (Polanyi, 1966) and emanate from learning - making, using and interacting - based on routines. The theory concerning the processes of creative destruction, Schumpeter, indicates that periods of high growth or deep recessions in the world economy are associated with the spread of new techno-economic paradigms, in which the socio-institutional structure needs to adapt to the diffusion of new technologies. The emergence and spread of a new paradigm leads to a distinct group of productive inputs in the universe, clearly seen in lower cost structure of supply availability for long periods, allowing a set of organizational and technological innovations related. (FREEMAN, PEREZ, 1988)

Nelson and Winter (2000) define innovation as the various processes by which technologies evolve over time and as a coherent intellectual framework that integrates existing knowledge and allows you to make predictions that go beyond individual deeds. Thus, the authors consider the evolutionary theory and that innovation destroys the balance and continually addresses the issue of uncertainty and expectations, innovation involves uncertainty and a useful theory of innovation must admit the diversity and balance of basic choices.

To Edquist (1997), the concept of SNI is a useful tool not only to understand the innovation process, but also the processes of production and distribution of knowledge in the economy. Thus, the production system is the starting point for the SNI that expresses a complex institutional arrangement, driving technological progress, contributes to the wealth of nations.

The approach of the SNI, therefore, has as main authors Freeman (1987), Lundval (1992) and Nelson (1994) who in their productions, even though its variations, agree on the aspect of the collective effort is the basis for the processes of innovation in enterprises. Therefore, the innovation systems approach considers the company's main locus of the process of knowledge accumulation, for being the place where people live in your world of work and also the place where knowledge accumulates. The company has become the inside

allows improved for people who are in it. But the company is not the only space, even as central to innovation because it is not an isolated act but rather an interactive learning. Thus, other organizations are important sources for the creation of innovation such as universities and the socio-cultural environment.

Therefore, the development of the local context is important for producing "collective identity, strengthening of mutual trust and establish effective networking and flexible networks (economic and cognitive), which support the creation and dissemination of knowledge" (Cooke, 1996). The approach of the innovation system has also been appropriated by different authors with approaches in the regional system (Cooke, 1996), industry (Breschi and Malerba, 1997) and local (Cassiolato, Latres, 1999, Arocena, Sutz, 2003).

Thus, studying the role of the university related to the discussion of innovation is important because it makes the process of innovation cumulative and dependent on the endogenous capacity and also by relying on the tacit knowledge that is located in a particular region. The university in the context of an economy deeply rooted in the production, distribution and use of knowledge in the new era is characterized in the Knowledge Economy and Learning should review the training and development that reflects the cultural and institutional conditions.

2.5 Latin America approach: Brazil

In this section, it is discussed the role of the university in the global context and its relationship to the socioeconomic development in the countries of Latin America and in particular in Brazil from Sobrinho (2000), Ristoff (1999), Trindade (1999), Dagnino (2003), Arocena, Bortagaray, Sutz (2008), José Manuel Mello (2010) e Suzigan (1986).

The university reform occurs in Latin America in order to respond positively to social demands and the democratization of knowledge, because of the significant level of poverty and historical roots of inequality of these countries. Sutz et al (2008) considered that there is a source of inequality between the countries of North and South that expands for its access to knowledge or not, because the difference between these countries is related to its technique, technological developments and also high political content.

Considering the Latin American countries, Brazil is the country that presents a not good research since there has been a gap between the scientific and technological innovation. So, there is a low expectation about knowledge generated and transferred to commercial applications in order to generate productivity gains and competitiveness. Despite of that, the research is not oriented to the results (Rodrigues et ali, 2008).

In this sense, the relationship between universities and business is considered weak because it is poorly understood, although the university is considered as the main locus of knowledge production in Latin America (Arocena and Sutz, 2001). Even if the countries are seeking to reduce the incompleteness of their innovation systems, situations related to these concepts are fragile. Paranhos (2010) pointed out that the lack of innovative dynamics in the business sector in developing countries creates a demand for knowledge and not scarce encourages cooperation between the companies.

The Brazilian university condition in the global context is different from developed countries. Dagnino (2003) considered that the production of science and research are peripheral, unlike the U.S., for example. They have a rich infrastructure available, strong participation in EU research funding and scholarships, most students access to public education and a body of highly qualified teachers, unlike Brazil which has the majority of enrollments in the private sector. (Ristoff, 2003).

Sobrinho (2005) argued that the task is to think the university as one that may bring an ethic of social responsibility that links academic actors and agents of civil society to public agendas actually aimed at meeting the demands of the people and not to legitimizing mercantilism of neoliberal globalization. In addition, the university does not give reason to the market if and when it is imposed as the reason for society. Thus, for the author, despite of being considered one of the central actors in the development of the country, the university funding has been increasingly neglected by the authorities. In almost all countries there was a significant drop in public investment in higher education, which benefited a great improvement of private initiatives. Regarding the discussion of funding sources, the possible alternative would be to provide service to the university different sectors of society such as businesses and associations with professional training programs.

Higher education in Brazil highlights a significant dominance of private institutions that operate primarily with undergraduate degrees. The public institutions offer post-graduate studies. It seems that there are public universities highly productive and those that have no real commitment between teaching and research. Therefore, higher education is characterized by strong heterogeneity. The private school also has strong heterogeneity and suggests that the primary definition today is no longer "between state and private," but one that marks "the specific difference between excellence and mediocrity" (Cunha, 2007).

3. Methodology

3.1 General Objective:

The objective of this thesis research is study the role and the evolution of the State University of Goiás, understand the challenges and opportunities of its strategy in response to government policy for higher education and its contribution from the relationship with actors of local development.

3.2 Specific Objectives:

- Understand the importance of UEG for local development in the different perspectives such as knowledge, research partner, trainer and human resource services provider;
- known to what extent government policy of the State of Goiás for higher education defined the creation and evolution of UEG, considering the education of the worker and the interaction between different actors in local development;
- Understand how knowledge production is related to the innovation process, so that this university can be considered a "university of inclusion and transformation";
- Study the legal guidelines (Creation of UEG, Master Plan for Higher Education of the State of Goiás, etc) and how they drove the reforms to the development of UEG;
- Identify the representation (image, corporate culture, symbolic) that the local municipalities and the central actors (teachers, municipal managers) have in relation to UEG and check how the activities of teaching, research and extension are done;
- Understand the challenges, opportunities and motivations of UEG in some cities that enable a relationship with the local businesses, aiming the development of the region;
- Check the economic and social condition of certain cities in Goiás that stand out for partnership with the university in order to meet the production of knowledge and how the course curriculumis structured and related to the cities expectation.

3.3 Research Question

Since this research aims to verify the type of structure and practices of UEG close to a university model that is understood as a process conducted internally by a culture of change of actors and infrastructure and that the focus of the studyis based on the role that different actors such as government, universities and companies represent to the economic and social

development of Goiás, the research question is: in what extent has UEG consolidated its proposal for "inclusion and transformation" in its first decade, and how does it contribute to the development of the State of Goiás in the context of productive reorganization and the Regional Innovation System?

3.4 Hypothesis

The first hypothesis is that UEG is a result of government policy and its creation was made initially in response to the Law of Guidelines and Bases of National Education. This initiative ensures training of teachers in the state and thus leads to improvements in social status and consequently decreases the economic backwardness. Another possible hypothesis is that the government as a central actor in the consolidation of UEG created an institution that could contribute to local economic development, but its genesis is not envisioned cooperation with local businesses, because it invested in its initial infrastructure and gradually developed the creation, production and use of knowledge for a future regional innovation system.

In addition, a final hypothesis is that UEG has presented only an incremental change because of public policies and also because it is an institution where teaching and research has had direct interaction with the local development in the restructuring process. Moreover, it has been redirected to think a proposal for the new economy, new teaching policies and perspectives from a dialogue between these actors, government and industry, enabling the local development.

3.5 Research methodology

The methodology that is going to ride this research considers a process of qualitative research, and the case study UEG investigated empirically. A field work will be carried out to contribute to the qualitative analysis, which will be privileged in the study, but quantitative data are necessary for the preparation of the analysis that emerges from the empirical data interpreted in the light of the theory.

This methodology can be classified according to their contents and final goal, which can be a descriptive case study (detailed account of a social phenomenon, which involves its configuration, structure, activities, changes in weather and relationship with other phenomena) or an interpretative case study (search to find patterns in data and develop

conceptual categories to illustrate, confirm or counter the theoretical assumptions). Thus, it is considered the adoption of these two models because they are characterized by descriptive and interpretative.

The qualitative method is concerned with deepening the understanding of a social group or organization. The qualitative approaches are able to incorporate the issue of meaning and intentionality and finally to use the description to interpret the reality. In this kind of research, the object is described, interpreted and analyzed.

The aim is to observe the UEG in context, seeking to define its role as a university institution and its interaction and relation to the local development. Therefore, it is a unique case to be investigated with different variables to be collected and analyzed from the problem and the author's point of view. The sample considered in UEG will be its 42 Units and the population studied and the universe will be its professionals. Data will be collected according to institutional documents (Institutional Development Plan, Pedagogical Political Project and others), observations, structured interviews and questionnaires in which the development can provide significant data for research analysis.

The steps that describe the methodological approach of this research were bibliographical and documentary research, because it is necessary to start the characterization of the object of study and the selection of documents considered legal frameworks for higher education. The actors that will be interviewed are related to the university and know about its history and its structure as managers, research coordinators and teachers. And also, it will be considered the teachers who have established partnerships with local companies and people who participate in applied research related to the theme of this thesis project.

3.6 The Institution Analyzed

The creation of UEG is due to the actors who began a change in the higher education system in Goiás. According to information taken from documents that presents the history of the UEG, the creation of this university is an answer to the claims of different actors of the society who expressed the interest of social movements, students and teachers to the built of higher education in Goiás in the early 1950s. UEG was created in 1999 and it happened from the union of some existing faculties. The institution changed because its purposes were rebuilt and the expansion of its academics units gave them a university status. There was an increase investment in the education sector with the creation of UEG in 1999 as a multicampi and public institution.

The units that composed the university were located in different cities near by the capital or the strong political and economic centers. In some cases, there is a small distance between them. Currently there are almost sixty units (42 units, 16 poles and three distance extension), in 49 of the 246 cities in Goiás. The creation of UEG was also related to the dynamic of the political process, the role and interests of actors. It is felt that the focus of policy was the UEG peripheral expansion, significantly increasing the number of units and visits. To promote the expansion of places in higher education, UEG participates on the context of economic changes that occurred after the 1990s, and also the policies that are related to the expansion of this educational level. Another positive interesting thing is the willingness of the university. Among the selected cities, most of them have strong potential for economic growth, because they have plenty of land, climate and production potential, but at the same time, also show considerable incidence of poverty.

On the other hand, UEG failed in relation to the purpose of a public university, which is to promote education, research and extension, with its predominant teaching night, since most courses of UEG is offered at night and its focus still teaching, due to the incipient process of research projects and extension. Currently, the actors have played the dominant discourse that education is crucial to the development of the country / region, but for this, it is necessary, in the case of public higher education, expand public policies and investments to qualification of the worker's post-neoliberal context.

UEG may be regarded as an institution that encourages the growth of the region, but it is necessary to investigate what are your expectations for achieving development, in order to allow a formation capable of reducing poverty and fighting social inequalities, as well as being a partner of companies to contribute to the economy of municipalities in Goiás. It is indeed his contribution to the development of the state, in order to allow individuals, possibly, the minimum income, which remained isolated and distant from the possibility of access to and completion of an academic.

4. Findings and interpretations

This thesis research under development is expected to contribute to the analysis of the role of UEG. The institution has changed in the context in which the knowledge creation, production and transfer, and also innovation and technology are keys to local development. In despite of that, there is little interaction between economic actors in some of the cities where there is a local university and research development.

UEG has also invested in teacher education and in basic and applied research. The challenge is to focus on the context of change and research as a potential competitive advantage. For this, it is necessary to harmonize a culture of innovation with a vision of sustainable long term. Goiás currently accompanies the context of accelerated economic and recently invested in the regional innovation system, which indicates learning that a worker can monitor the constant changes and new skills are acquired for their professional performance. Higher education in Goiás, as well as in Brazil, has been extensively renovated and hopes to study in question, from its results, analyze the evolution of UEG, a trajectory of institution combined with the regional model integrated with practical experience of the local which is the basis for strategic action and implementation of public policies in favor of local development.

5. Conclusions

Those findings are preliminary but it is clear that the major challenge for local development is the construction and articulation of the innovation system. The fact of analyzing the UEG in the current context can be significant because it shows the local needs and the issues related to the economic stagnation of the historical state. Moreover, it helps reversing the disparity in the level of scientific development with other states and, therefore, improves the structuring of research activities of the University of Goiás and the interaction with local development, not only in training professionals.

Since UEG has established a relationship with local businesses, it is understood as a strategic actor to the development of Goiás and the interaction among the university, the state and business may help in innovation and learning system. But, to analyze its role in the production of innovation it is also necessary to examine its relationship with companies once it turns out two fundamental questions. The first is that the company is the central object, the engine of the capitalist economy and the second is that innovation is linked to the development of the company. In order to produce innovation, the company churns out new combinations of old inventions and new inventions and also a greater interaction with the university which is fundamental to the process of market competition.

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