

## THE UNIVERSITY AS A HUB OF URBAN TERRITORIAL DEVELOPMENT: THE CASE OF THE CITY OF MARINGÁ-PR

### A UNIVERSIDADE ENQUANTO POLO DE DESENVOLVIMENTO TERRITORIAL URBANO: O CASO DA CIDADE DE MARINGÁ-PR

### LA UNIVERSIDAD COMO POLO DE DESARROLLO TERRITORIAL URBANO: EL CASO DE LA CIUDAD DE MARINGÁ-PR



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#### ABSTRACT

This article contributes to the body of research that assigns higher education institutions a central role in urban territorial development, highlighting the contribution of extension programs and social activities to the development of critical awareness in society. The objective, based on a descriptive and qualitative approach, was to describe the territorial development of the city of Maringá-PR in relation to the universities operating within its urban territory, obtained through systematic and objective procedures of description using content analysis. As a result, it contributes to the construction of diversity of thought and activities within Brazilian universities, affirming the relevance of the society–university relationship.

**Keywords:** University. Urban Territory. Development. Extension. Society.

#### RESUMO

Este artigo alimenta a produção de pesquisas que conferem às instituições de ensino superior uma centralidade perante o desenvolvimento territorial urbano; destacando a contribuição dos programas de extensão e de atividades sociais na contribuição com a sociedade, de uma consciência crítica. Teve como objetivo, perante uma abordagem descritiva e qualitativa, descrever o desenvolvimento territorial da cidade de Maringá-PR relacionado as universidades que operam em seu território urbano, obtido por procedimentos sistemáticos e objetivos de descrição da análise de conteúdo. Por desenlace, contribui para a construção da diversidade de pensamentos e das atividades nas universidades brasileiras, afirmando a relevância da relação sociedade-universidade.

**Palavras-chave:** Universidade. Território Urbano. Desenvolvimento. Extensão. Sociedade.

#### RESUMEN

Este artículo contribuye a la producción de investigaciones que otorgan a las instituciones de educación superior una centralidad en el desarrollo territorial urbano, destacando la contribución de los programas de extensión y de las actividades sociales en la construcción de una conciencia crítica en la sociedad. Tuvo como objetivo, a partir de un enfoque descriptivo y cualitativo, describir el desarrollo territorial de la ciudad de Maringá-PR en

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relación con las universidades que operan en su territorio urbano, obtenido mediante procedimientos sistemáticos y objetivos de descripción a través del análisis de contenido. Como resultado, contribuye a la construcción de la diversidad de pensamientos y actividades en las universidades brasileñas, afirmando la relevancia de la relación sociedad–universidad.

**Palabras clave:** Universidad. Territorio Urbano. Desarrollo. Extensión. Sociedad.

## 1 INTRODUCTION

The educational institution, which comprises the set of schools aimed at professional and scientific specialization, offering services to the community in the various areas of knowledge is the university. According to Pereira (2013), it is the institution that contributes to society through the production of a critical consciousness, strengthening the power of vindication and provocation of a people; for the author, the university assumes a special meaning for the general development of the nation (PEREIRA, 2013).

According to Goulart and Vieira (2008), the university institution produces a centrality in the social universe, that is, in an urban territory, the perenniality and permanent state of effectiveness and sociocultural pertinence have a *modus operandi*, influencing human social development. And within this context, this article aims to affirm the relationship between the development of an urban territory related to the implementation of universities in it; aiming to describe the territorial development of the city of Maringá-PR related to the universities that operate in its urban territory.

In this way, it presents the foundation of the first Brazilian universities, highlighting the Getúlio Vargas Foundation, EASP, as the first Brazilian school of administration, and the promulgation of the constitutions, which formalized Brazilian higher education. Remembering that, according to Paulo Freire (1983), education is, above all, communication and dialogue, a meeting of interlocutors who seek the meaning of meanings.

Thus, this article, inserted in the area of Administration, contributes to the construction of the diversity of thoughts and activities in Brazilian universities, producing relevant relationships with society and the urban territory. According to Santos (2004), the university must confer a new centrality of social extension, conceiving alternative modes to global capitalism. For the author, universities attribute active participation in the construction of social cohesion, in the deepening of democracy, in the fight against social exclusion, environmental degradation and in the defense of cultural diversity (SANTOS, 2004).

By outcome, it concludes that the improvement in the quality of life of the urban territory occurs with the implementation of universities and the construction of their relationship with the territory, developed through the university-society relationship. Because the institution of higher education offers vast horizons to the extension of society, in its centrality in the social, sociocultural, political and economic universe in the face of human diversities.

## 2 DEVELOPMENT

Conducted annually by the National Institute of Educational Studies and Research Anísio Teixeira (Inep), the Higher Education Census is an important instrument for obtaining

data for the generation of information that subsidizes the formulation, monitoring and evaluation of public policies aimed at Brazilian education; in addition to being the important element for the preparation of studies and research on the sector (BRASIL, 2020).

The census collects information on Higher Education Institutions (HEIs), undergraduate and sequential courses of specific training and on students and professors linked to these courses; according to the latest census of 2020, there are 2,457 higher education institutions in Brazil, of which 77% are colleges (BRASIL, 2020, p. 10).

Brazil has 6.5 million university students, 6.3 million in undergraduate courses and 173 thousand in graduate courses; in 2020, 41,953 undergraduate courses and 25 sequential courses were surveyed offered in 2,457 higher education institutions.

## 2.1 THE EMERGENCE OF THE UNIVERSITY IN BRAZIL

An effort towards popular education, whether or not associated with professional training, in the agricultural or urban field, with the fundamental objective of problematizing social relations and explanations of nature, which enables the deepening of awareness of reality and makes the composition of knowledge, according to Freire (1983), is education.

Educator Paulo Freire defends questioning learning that does not repeat information, data and techniques, but reflects on them and includes them in their social context, formalizing transformations; for the author, this path is pointed out as the true meaning of education (FREIRE, 1983). And the institution that broadens the human vision, integrating social reality through the extension of transformative, emancipatory and democratic service is the university.

In Brazil, the enunciation of this transformative service was attributed to the central power, according to article 35 of the 1891 Constitution, which was entrusted to Congress, not exclusively, creating institutions of higher and secondary education in the States (FÁVERO, 2006). However, only through Decree No. 14,343, of September 7, 1920, which had its regulations approved by Decree No. 14,572, on December 23 of the same year, the first Brazilian university, the University of Rio de Janeiro (BORTOLANZA, 2017), was founded.

Art. 1 The Polytechnic School of Rio de Janeiro, the Faculty of Medicine of Rio de Janeiro and the Faculty of Law of Rio de Janeiro are hereby gathered in the "University of Rio de Janeiro", the latter being exempted from inspection. Paragraph 2 - The regulations of the University shall be drawn up within thirty days by a commission composed of the president of the Superior Council of Education and the directors of the Polytechnic School and of the Faculties of Medicine and Law, followed by its approval, within fifteen days, by the three congregations convened for this purpose by the said president. (BRASIL, 1920, p. 15115).

However, administration, as an area of knowledge and academic discipline, according to Souza (2007), was born in the United States of America, breaking the stages followed by the European tradition of studies and research in the area, which then focused more on the analysis of the State and its institutions than on the production of theories of government; in Europe, the area emerged, according to the author, as an offshoot of works based on explanatory theories about the State and about the role of one of the most important institutions of the State, that is, the government, which par excellence is a producer of public policies. (SOUZA, 2007)

Only in the 1950s, during the historical period called the Cold War, according to Cook (2004), there were international investments in the academic area of Administration through the promotion of external assistance programs for development management, of a donor agency to carry out a predetermined task. The Brazilian historical landmark in the area of knowledge is the foundation of the School of Business Administration of São Paulo in 1953, by the Getúlio Vargas Foundation (FGV-EAESP), according to Alcadipani and Bertero (2012), FGV-EAESP is the university located among the main and most prominent in the country, despite not being the first, it consolidates as a leader and model for other educational institutions in administration in Brazil, counting on the support and the American teaching model. According to the authors, EAESP has become the center of the area and production of Brazilian academic knowledge in administration (ALCADIPANI; BERTERO, 2012).

Regarding university autonomy, only with the promulgation of the democratic constitution in 1988, the Federal Constitution in its article 207, reaffirms the principle of inseparability between teaching, research and extension, establishing university autonomy: "Universities enjoy didactic-scientific, administrative, and financial and patrimonial management autonomy, and will obey the principle of inseparability between teaching, research and extension" (BRASIL, 1988, CF, art. 207).

After the university system suffered from economic crises that reduced funding for its activities and political crises that generated long and frequent strikes by civil servants and students, and the promulgation of the 1988 constitution, universities assumed significant roles in relations with society (VIZONI, 2021). Pereira (2013) states that the participation of universities in public policy programs has taken on special significance for the general development of the nation.

The university contributing to the increase of critical social awareness, strengthening the power of social claim, provoking enunciations of the population in the face of urban territorial developments through its extension relations.

## 2.2 THE UNIVERSITY AS A CENTER OF URBAN TERRITORIAL DEVELOPMENT;

The influence that university fields produce in the territories is composed of the relations of extension and production of knowledge. Since, the activities of universities and other higher education institutions "have broad and complex repercussions on the personal and professional trajectory of the people who participate in them and on the general evolution of the living conditions of the population in the cities, regions and countries where they are located" (VIZONI, 2021, p. 23 apud. VILA, 2018).

However, as the author adds, the existence, or even the creation of universities, does not in itself guarantee regional economic growth, since the transfer of knowledge and the generation of innovations are not automatic and much less immediate, in addition to the fact that universities have different vocations, organizational cultures, internal heterogeneities and preferences (VIZONI, 2021, apud. SERRA; ROLIM; BASTOS, 2018)

The socioeconomic characteristics of the urban territories where universities are located matters a lot. In this sense, according to Vizoni (2021, p. 24), "their success in transferring knowledge and technology is directly associated with the regional productive structure, the potential for mobilization of governments, and the region's capacity to absorb the knowledge produced in academia itself". However, the central point is the pertinence, relevance and the need for universities to play a proactive role in the development process of the territories in which they are coupled (SERRA; ROLIM; BASTOS, 2018)

## 3 METHODOLOGICAL PROCEDURES

The methodological procedure was initiated through a bibliographic survey on the theme of universities and higher education institutions, having as a contextualization the authors that focuses on the extension of university centers, as a character the relationship between society-university, and national development through education.

As a complement to data collection, this research uses a descriptive qualitative approach, designed by Denzin and Lincoln (2006), aiming to activate the public data demonstrated by the main Brazilian demographic research institutes, such as INEP and IBGE.

To formalize the research analysis, a content analysis was instrumentalized, based on the epistemological and empirical bases activated during data collection, based on the writings of Laurence Bardin (BARDIN, 1977). This analysis, according to Silva, Gobbi and Simão (2005), allows the understanding of the representations that the body presents in relation to its reality and the multiple interpretations of meanings. Activating a set of instruments, which, according to Bardin (1977), allow us to come from the theoretical and

intentional strand, which aims at inference, through the objective identification of the characteristics of the messages.

## 4 RESULTS AND DISCUSSIONS

For Paulo Freire (1983), education is above all communication, dialogue, a meeting of interlocutors who seek the meaning of meanings, and universities, as institutions of academic higher education, produce the encounter between society and knowledge.

### 4.1 THE UNIVERSITY IN THE CONTEXT OF MARINGÁ'S DEVELOPMENT

According to Santos (1989), since the nineteenth century the university has been intended to be the place par excellence for the production of scientific knowledge. The university, whose institutional character suggests the capacity for access and action at all contextual levels, has always been assigned the central role in the development of countries due to its capacity for the production and transmission of knowledge and for the training and qualification of the workforce (GOULART; VIEIRA, 2008).

The university is faced with a complex situation, since increasing demands are made by society at the same time that funding policies by the State become increasingly restrictive, forcing the collection of funds to support university activities outside the public environment (SANTOS, 2010). However, the broader idea of social responsibility, participation in communities and reformist intervention in social problems is current in the imagination of many higher education institutions, strengthening itself in historical periods of transition or democratic deepening, as demonstrated in previous constitutions.

However, it is difficult to track and measure the impact of social engagement activities instrumentalized by universities, as some of these activities are inserted in continuing education and technology transfer activities, making it almost impossible to have data that can be recorded in urban territories (MORA; SERRA; VIEIRA, 2018). However, according to the authors, the benefits arising from social engagement activities formalize the development of the quality of social life (health, infrastructure and education); producing the improvement of the human and social capital of these territories.

For universities, social engagement activities are beneficial because they allow them to help the community, establish permanent links with citizens, carry out activities aimed at the public good and develop new skills, such as the improvement of human professionals; the preservation of cultures and traditions and, in general, the social, economic, cultural and environmental benefits, preserving critical reflection (MORA; SERRA; VIEIRA, 2018).

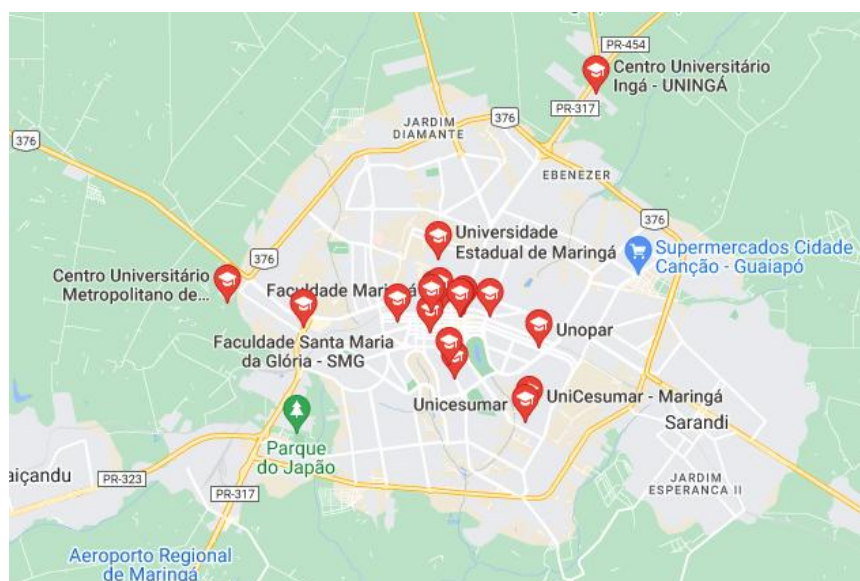
"This social approach has gained relevance in recent years in the face of the realization that the engagement of universities with local communities can be a fruitful instrument in regional social and economic transformation, generating mutual benefits, since universities also take advantage of this close involvement to test new ideas and find more efficient ways to achieve the desired results." (VIZONI, 2021, p. 26)

In view of this approach, the preservation and social development of urban territories are highlighted through the implementation of university centers in it. Therefore, higher education institutions assume a special significance for development, conferring a new centrality of social extension, conceiving alternative modes to global capitalism and critical consciousness.

This logic benefits the development of the urban territory, producing a prospect of a city with excellence, as in the case of Maringá-PR, which is instrumentalized as "the best city to live in the country in 2021" (PREFEITURA MUNICIPAL, 2021).

Title mobilized in a survey by the *Macroplan institute*, in 2021, when evaluating the indices of challenges in municipal management in Brazil, Maringá – PR occupied the first position. "Macroplan's selection follows several criteria, such as employment index, safety, health and education. And Maringá stood out in education and health (fifth highest national score), in addition to being among the leaders in basic sanitation." (CITY HALL, 2021). It is the result of a territory composed of more than 20 internationally recognized higher education fields, such as the State University of Maringá; UniCesumar; the Metropolitan University Center of Maringá Unifamma; Unopar; Unespar, among others, demonstrated on the map of the city of Maringá-PR, in the following figure, highlighted in red dots, through the *google maps application* (GOOGLE MAPAS, 2022).

Figure 1



Source: search in *the google maps* app by Maringá-PR universities, google maps, 2022.

The urban territory of the navy, integrates several institutions of higher education, involving in its municipality, a vast area of provision and services, having as the society in general the recipient, through university extension. According to Santos (2010), University extension should have as its priority objective the solidarity support in solving society's problems, that is, the development of the territory in which the university is located.

And the city of Maringá covers a GDP per capita [2019] of R\$ 45,582.78, with a Municipal Human Development Index (MHDI) of 0.808; eIn 2020, the average monthly salary was 2.6 minimum wages, with a proportion of employed persons in relation to the total population of 46.4%. When compared to other municipalities in the state of Paraná, it occupies position 12 out of 399 and 10 out of 399, respectively; and in comparison with cities throughout the country, it ranks 373 out of 5570 and 91 out of 5570, respectively. (BRAZIL, 2020)

When considering households with monthly income of up to half a minimum wage per person, the municipality of Maringá has 26.1% of the population in these conditions, which places it in position 377 out of 399 among cities in the state and in position 5233 out of 5570 among cities in Brazil (BRASIL, 2020). The territory of the municipality of Maringá has 83% of households with adequate sanitary sewage, 97.3% of urban households on public roads with trees and 90.6% of urban households on public roads with adequate urbanization, that is, with the presence of culvert, sidewalk, pavement and curb; when compared to the other municipalities in the state of Paraná, according to the 2020 census, the territory is in position 21 out of 399, 88 out of 399 and 2 out of 399, respectively; in relation to other cities in Brazil, its position is 806 out of 5570, 518 out of 5570 and 6 out of 5570 (BRASIL, 2020).

Regarding education, the focus of this article, the city of Maringá is composed of high quality public and private education, from the basic education network to higher education, with postgraduate studies enrolled in the sense and in the broad sense; showing the schooling rate at 98.4% in the first years, with the IDEB of the public network of 7.2; Making up part of this production, 41,291 students enrolled in elementary school with 2583 teachers [2021], 12,130 enrolled in high school with 946 teachers [2021] with more than 200 educational establishments in its territory. (BRAZIL, 2020)

Despite the public disincentives operated by the federal government, and the national drop recorded in the number of graduates in undergraduate courses of 6.0% compared to 2019 (BRASIL, 2022), in the municipality of Maringá, the data demonstrate a territory in full development.

## 5 FINAL CONSIDERATIONS

As demonstrated by the authors, the relationship between the university and society is part of the relationship in favor of urban territorial development. There is a difficulty in tracking and measuring the impact of social engagement activities instrumentalized by higher education institutions, as some of these activities are inserted in continuing education activities, however, from an analysis arising from the theoretical aspect and intentionality, aiming at the inference of the objective data, offered by national research instruments such as INEP and IBGE, This article states the relationship between the development of the urban territory of the city of Maringá-PR related to the implementation of higher education fields.

Therefore, the society-university relationship is beneficial because it allows helping the community and its entire territory, establishing permanent links between citizens, carrying out activities aimed at the public good, such as the improvement of human professionals; the preservation of cultures and traditions and, in general, the social, economic, cultural and environmental benefits, preserving critical social reflection; demonstrated in the data and tables of the main national demographic institutes, the development of the urban territory, producing a prospect of a city with excellence, named as the best city to live in the country in the year 2021. Therefore, universities help with a proactive role, enabling territorial development in the cities in which they are inserted; through a set of instruments, which allow the production of intentionality, the inference of the society-university relationship.

By outcome, this research from the case of the city of Maringá-PR, as a pole of a university territory, opens perspectives for new research related to university extension aiming at a solidary support in the resolution of society's problems, that is, in the development of the national territory. Contributing to the construction of the diversity of thoughts and

activities in Brazilian universities, producing relevant relationships with society and the urban territory. Since, Santos (2004) highlights the university, as a social centrality, conceiving alternative modes to global capitalism.

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