

Post Graduate Courses Stricto Sensu can change profile of Students in the Labor Market?

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Abstract

This article aims to verify the importance of the graduate program stricto sensu in Brazil, through a literature search. Through the research it is possible to highlight historical notes on the higher education courses stricto sensu in Brazil, identifying the contribution of CAPES to the higher education courses stricto sensu and the importance of these courses for specialization and training of professionals for the labor market. It can also be observed that the graduate programs stricto sensu contribute to the training of professionals for the scientific and technological development of the country. Therefore, it is suggested longitudinal studies at the international level in order to verify what is the academic development stricto sensu.

Keywords: Program. Higher courses. Professionals. Stricto Sensu;

1. INTRODUCTION

A globalized and highly competitive market, in which quality and productivity have become key elements requiring changes in the organization of work, seeking an adjustment to new trends, and in the face of this new scenario of competitiveness, began to require new professional qualifications in the academic area (PASSOS; GUIA, 2011).

New realities arise at all times, requiring on the part of companies, techniques directed to rapid adaptations, in order to avoid loss of quality and decline in the image of the organization. Just like companies, professionals also need to adapt to new realities, seeking to improve and update their theoretical and

practical knowledge, through courses of higher education *stricto sensu* so that they can ensure their space in the labor market, and as a way to have a competitive advantage in the face of competition (ARAÚJO, 2006). The organizations are in a permanent state of search for the maintenance of their competitiveness, in the dispute for markets. This search has imposed on organizations the need to rethink their operations and to establish a new definition of business (CASTRO; VALENTE; HUDIK, 2012).

The training of professionals suitable for the labor market has been the main objective of many courses *stricto sensu* in Brazil. In fact, countries, especially those in development, need qualified professionals in the various areas of knowledge to meet the demands of the market (PEREIRA; MEDEIROS, 2011).

Due to these transformations in today's society, human behavior in organizations required the interaction of new values and professional training. Organizations, when employing, are dealing not only with the abilities of a person, but with different human traits that are part of a system that builds the character of the individual. People see companies as a means to help them achieve their goals, while they need effective and qualified professionals, as well as competent ones to help them achieve organizational goals (PASSOS; GUIA, 2011).

Therefore, there is a need for greater knowledge for economic growth, social development and environmental preservation, as well as the fact that such knowledge is largely being incorporated into organizations and people. Part of this issue is, obviously, the training of individuals in graduate programs and courses in Brazil (MORITZ; MORITZ; MELO, 2011).

It is sought to highlight that the current changes occurred in the educational scenario have been requiring the restructuring of the teaching process - learning in its didactic-pedagogical form, since there is a contemporary dynamic based on new concepts of education, competence, skills and consequently, graduate training (SILVEIRA, 2011).

Since *Stricto Sensu* courses are still facing major challenges, both in the structures of Brazilian universities and in government policies, in the ongoing internationalization, in the recognition of degrees in foreign universities, especially in Latin America and in the regional differences faced in the country (MORITZ; MORITZ; MELO, 2011).

Therefore, the postgraduate courses *stricto sensu*, although offered in some cases in the form of extension, take dominantly the forms of improvement and specialization and constitute a kind of extension of the undergraduate degree. In fact, these courses aim at an improvement (improvement) or deepening of professional training, in addition to training in the training of researchers (SAVIANI, 2000).

With this, the question arises: Does the graduate programs *stricto sensu* in Brazil seek only the improvement of professionals in the area of scientific research and train quality teachers for the country?

Flores (2014) mentions that the norms established for the graduate program *stricto sensu* were: to constitute

the quality model required for master's and doctoral courses and identify the courses that meet this standard model; to cooperate to advance the efficiency of the programs in meeting the national and regional needs for training high-level human resources to work in the business area.

Therefore, it is justified the need to observe the historical evolution of graduate programs *stricto sensu* in Brazil, verifying its importance for the teaching staff and the specialization and training of professionals for the labor market.

In addition, this article aims to verify the importance of the graduate program *stricto sensu* in Brazil, through a literature search. It also highlights the historical notes on the higher education courses *stricto sensu* in Brazil; identify the contribution of CAPES to the higher education courses *stricto sensu* and observe the importance of these courses for specialization and training of professionals for the labor market.

2. RESULTS

The university experience in Brazil is recent, since in the colonial period there was no interest from the Portuguese metropolis to create universities in its domains. With the proclamation of political independence, the Constituent Assembly inaugurated in 1823 approved a project to create two universities, one in São Paulo and the other in Olinda, with initial courses in the legal area. In 1920, the University of Rio de Janeiro was created by the mere aggregation of three existing faculties: Law, Medicine and Polytechnic. But only after the Revolution of 1930, that the university regime was instituted in Brazil through the decree 19.851/31, which deals with the Statute of Brazilian Universities, that more courses and universities were developed by the country (SAVIANI, 2000).

According to Rego and Mucci Júnior (2015) the great impulse even occurred for graduate courses in Brazil only occurred in the 1960s, when the Federal Government adopted measures supported by the North American model to formalize the graduate recognizing this as a new level of education, in addition to the baccalaureate. They had initiatives in the creation of master's and doctoral programs in the following universities: Federal University of Rio de Janeiro, master's degree, University of Brasília, Institute of Pure and Applied Mathematics, School of Agriculture of Viçosa and the Federal Rural University of Rio de Janeiro, as well as the aeronautical engineering course at the Technological Institute of Aeronautics in São José dos Campos (MAer/ITA).

The Opinion 977/65, of the Federal Council of Education, authored by Newton Sucupira, had as object the conceptualization of the post-graduation, using the international models as parameter of formation of a proper national model, whose objectives highlighted the growing demand regarding the professional qualification and the necessity of the academic development. This year also saw the beginning of the first Graduate Program in Education in Brazil at the master's level, which was that of the Pontifícia Universidade Católica do Rio de Janeiro (SAVIANI, 2000).

This CFE N° 977 of 12/03/1965, is one of the main documents that mark the beginning and guides the

Brazilian post-graduation; in it was evident the strong influence of the North American and European models. This explains why the Brazilian post-graduation was developed under international standards, that is, the scientific field was demarcated by the game of competitiveness. This opinion not only discusses the definition, levels and purposes of graduate studies, but mainly endows the university with an even greater symbolic power. The postgraduation started to occupy the dominant position in the structure of the scientific field, legitimized by the mission that had been assigned to it, i.e., the production of specific knowledge (directed) that would result in the scientific and technological development of the country, besides training professionals trained for the labor market (BORATIM, 2014).

However, the regulation of post-graduation occurred only after the university reform in 1968, at the height of the military dictatorship, that the government imposed a reform in higher education, pressured by social and student movements, was strictly regulated specialization, and the master's and doctorate had freedom in its early implementation (BALBACHEVSK, 2005).

According to Verhine (2008), the new emphasis on research and formal degree ended up causing the rapid proliferation of graduate programs in Brazilian universities, coordinated and, after 1980, evaluated by the Ministry of Education, through CAPES. This legislation divided the post-graduation into two categories, "stricto sensu", focused on academic career, and "lato sensu", for those who work in organizations or other professional activities, and establishes the categories of masters and doctorate, without, at the time, the first being necessarily a requirement for the second.

The purpose of CAPES was to ensure the existence of specialized personnel in sufficient quantity and quality to meet the needs of public and private enterprises for the development of the country. Industrialization and the complexity of public administration brought the need for training specialists and researchers in the most diverse branches of activity (SOUZA et al, 2011).

One of the strategies activated by CAPES in view of this objective of consolidating the Post-Graduation in the country, was to induce the creation of National Associations by area of knowledge. As a result of the management then carried out, the National Association of Research and Graduate Studies in Education (ANPEd) emerged in the area of education that held its first Annual Meeting in 1978, in Fortaleza, having as central theme the issue of the master's degree in education, occasion in which was presented a work called "A Conception of Master's Degree in Education" (SAVIANI, 2000).

Meritocracy in the Brazilian post-graduation was evident not only in the characteristics of the evaluation system applied by CAPES, but also in the criteria adopted by the National Council for Scientific and Technological Development (CNPq) in the distribution of resources, which prioritizes the researchers, considered productive, as well as the Postgraduation Programs Stricto sensu with concept 5 or higher. However, it should be noted that this criterion achieved in the academic merit that underpinned the structure of the postgraduate field was agreed by the field's own agents (BORATIM, 2014).

According to Rego and Mucci Júnior (2015) with the institution of graduate programs and its conceptual delimitation according to the international standard according to the advice of opinion No. 977/65 prepared by Professor Newton Sucupira, it was up to the legislator to develop a normative text to formalize the model and make it stiffer in consideration of the claims and national interest. To this end, the Law of guidelines and bases of national education - Law 9.394/1996 was approved, whose objective was to regulate and delimit graduate courses, establishing a dichotomy as to their extension, separating them into broad or restricted research models, general or specific, *lato sensu* or *stricto sensu*. According to article 44, item III of Law 9,394/1996, post-graduation courses include "master's and doctoral programs, specialization and improvement courses, and others, open to graduate candidates in undergraduate courses and that meet the requirements of educational institutions" (article 44, paragraph III).

Silva (2010) points out that in the period from 1990 to 2004 there were no national plans that officially guided the development of the sector, a fact that came back to occur, from 2005 on, with the title "V National Plan of Post-Graduation" relative to the five-year period 2005-2010. Quantifying some post-graduation data, between the years 1963 to 2004 the federal government invested R\$ 11.1 billion, in updated values, in the granting of master's and doctoral scholarships. About 60% of these scholarships were financed by the Coordination for the Improvement of Higher Education Personnel (CAPES) and another 40% by the National Council for Scientific and Technological Development (CNPq). In February 2010, CAPES, by means of Ordinance No. 04, established the National Commission responsible for preparing the PNPG for the period 2011-2020.

The implementation of the graduate as an organized and mass program has generated a new teaching degree. Regulated, authorized or accredited, it became part of the expectations of complete formation of a Brazilian professional. If the graduation gave the right to professional exercise, the post-graduation deepens the knowledge, skills, increasing the knowledge of the professional's content and/or training him/her for tasks not covered in the graduation, such as the use of more modern and refined techniques and technologies, better qualifying the professional (SILVA FILHO, 2000).

Currently the postgraduate *stricto sensu* in the area of education has several programs recognized by CAPES. In addition, a reasonable number of institutions with open processes with CAPES aiming at the installation of master's programs in other areas. On the other hand, there is also a significant number of institutions with master's programs functioning independently of the authorization and recognition of CAPES (SAVIANI, 2000).

According to the Ministry of Education and Culture (MEC), postgraduate courses cover master's and doctoral programs, specialization courses that include those designated as MBA - Master Business Administration, improvement and others. And they are intended for graduate candidates in undergraduate courses and who meet the requirements of educational institutions (SANTOS, 2000).

Rego and Mucci Júnior (2015, p. 152) stress that:

According to Capes (2011), between 2007 and 2010 the Brazilian post-graduation graduated 100 thousand masters, 32 thousand doctors and 8 thousand professional masters, in a total of 140 thousand graduates. In the Northeast, two states had growth greater than or equal to 100% in post-graduation. Sergipe more than doubled its number of courses, jumping from 13 to 27 (107.7% increase). Another state that doubled the number of courses in the last three years was Piauí, which went from 10 to 20 courses. The Northeast region had, in total, a 31.3% growth in post-graduation since the last triennial evaluation in 2007. There are currently 672 master's, doctoral and professional master's degrees in the region. In the Midwest, the Federal District has the largest number of courses. Out of a total of 270 courses evaluated in the region, 135 are from the Federal District. The remaining 135 are distributed among the states of Goiás (71), Mato Grosso (26) and Mato Grosso do Sul (38), Sul (12%), Nordeste (9.6%) and Sudeste (6.3%).

Based on the data presented, it can be seen that the national postgraduate system has been consolidating in recent years and has expanded rapidly.

It should be noted that currently, in private institutions, this practice has been generalizing, including agreements with foreign institutions for the opening of graduate programs, as well as the implementation of master's and doctoral programs, through the mechanism of distance learning.

According to the Federal Council of Administration (CFA), the postgraduation in the strict sense includes the master's programs, which generally last 2 years and as a requirement for approval the defense of a dissertation and the doctoral programs, with duration of 4 years and as a requirement for approval the defense of a thesis. In Brazil there are two types of master's degree: academic master's degree: which aims to train teachers for secondary and higher education and professional master's degree: which aims at professional qualification (SANTOS, 2000).

According to Ikedo, Campomar and Veludo-de-Oliveira (2005) the post-graduation in *stricto sensu* trains professionals for teaching, researchers and prepares professionals for the labor market. Therefore, it is interesting to highlight that the postgraduate *stricto sensu* is not limited only in the academic field, which seeks to initiate the student to research, in a gradual process that will enable the independent production of scientific papers, through the submission of articles to specialized journals and annals of congresses, but in professional training.

According to Rego and Mucci Júnior (2015, p. 162) the master's degree or professional doctorate "is the designation that emphasizes studies and techniques directly focused on the performance of professional qualification". It is, therefore, the professional training that enables to explore and technically elevate the processes in the professional field, considering the applied research and the proposal of innovations and technological improvements for the solution of specific problems in a given business field.

Regulated by Normative Ordinance No. 7/2009 of the Ministry of Education, despite its technical

distinction between master's degrees, the professional emphasis does not remove the recognition granted to the academic master in terms of teaching career, constituting objectives of the professional master the training of the student for the exercise of advanced professional practice, meeting specific demands and productive arrangements, the search for solution of problems and generation and application of appropriate innovation processes, besides contributing to aggregate competitiveness in companies, without being removed the essentially scientific objective of research (REGO; MUCCI JÚNIOR, 2015).

Following the evolution of the PNPG, the current national postgraduate plan for the period 2011-2020, provides for some goals similar to those of developed countries in order to contribute more effectively to the development of the country, such as: "increasing the number of doctors/1000 inhabitants, in the age group from 25 to 64 years, from the current 1.4 to 2.8 and annual degrees of 19,000 doctors, 57,000 masters and 6,000 professional masters" (CAPES, 2012, p. 30).

Between the years 1976 to 2009 and between 2004 and 2009, there was a significant increase in master's and doctoral courses, 370.3% and 685.6% respectively. Between 2004 and 2009, there was a growth of 35.9% in the number of academic master's courses, 104.2% in the number of professional master's degrees and 34.4% in the number of doctoral degrees (CAPES, 2012, p. 30).

According to information presented in the National Postgraduate Plan (PNPG), in 2009, the Brazilian postgraduate had 2,719 postgraduate programs, which were responsible for 4,101 courses, of which 2,436 were academic master's courses, 243 professional master's courses and 1,422 doctoral courses (PNPG, 2010). The graduate programs *stricto sensu* aim to contribute efficiently to the production and dissemination of knowledge and, consequently, to the scientific and technological autonomy of the country (FLORES, 2014).

According to data registered until May 2012 in the National Postgraduate System (SNPG), there are 3,397 programs and 5,080 postgraduate courses disseminated in different major areas, such as: agricultural sciences, biological sciences, health sciences, exact sciences, earth sciences, human sciences, applied social sciences, engineering, linguistics, letters and arts and multidisciplinary. The SNPG integrates academic master's and professional master's degrees, both with an average duration of 24 months and started, normally, after graduation, but with different purposes. The academic master's degree is focused on teaching, and the professional master's degree on the labor market, and finally the doctorate, which has its duration of about 48 months, usually started after the end of the master's degree, with an academic bias for studies that have unprecedented and innovative purposes (FLORES, 2014).

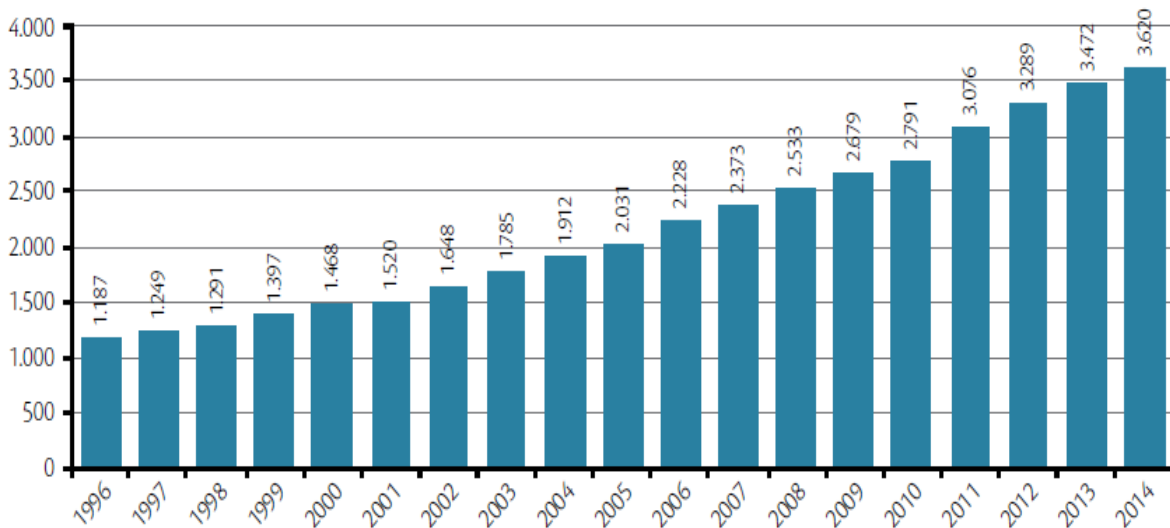
From some data recorded by the CNPq Portal (2014) it is possible to verify this development of science and research in Brazil in 2013, when it counted on a total of 109,799 researchers, PhDs and 78,496 masters in Research and Teaching activities in Brazil.

According to the 2013 Triennial Assessment, 3,337 graduate programs were analyzed, which comprise

5,082 courses, 2,893 of which were master's degrees, 1,792 doctorates and 397 professional master's degrees. The requests for reconsideration of the evaluation results were submitted from 10 December 2013 to 17 January 2014. After the decision of the area commission, the requests were forwarded to the Scientific-Technical Council for Higher Education (CTC-ES), which met at Capes from April 7 to 11, 2014 for final deliberation (CAPES, 2015).

It is also worth noting that the number of master's programs continues to grow at significant rates in Brazil. In 1996, there were 1,187 master's programs in Brazil, while in 2014, the number of these programs was already 3,620, as can be seen in Figure 1. This means that there has been a 205% growth over these 19 years. The annual growth rates varied, always positively, on average, 6.4% in this period. Even though there were decreases over the last three years of the series, the lowest level reached by this growth rate in 2014 was still relatively high (4.3%) (LAPLANE et al, 2016, p. 21).

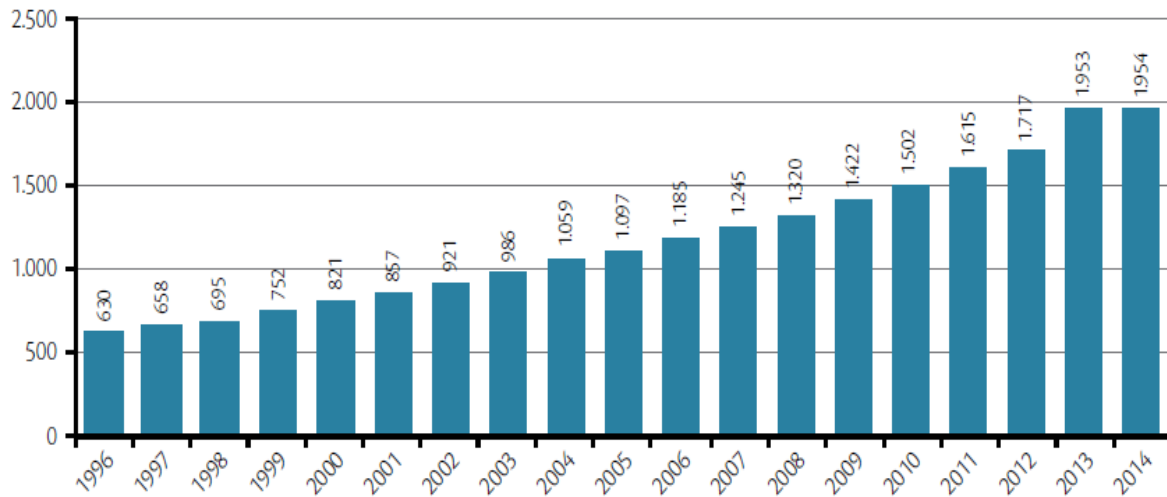
Figure 1: Evolution of the number of graduate programs in Brazil



Source: Laplane et al (2014)

Doctoral courses have also been growing at very significant rates in Brazil, as can be seen in Figure 2. Although annual growth rates have varied greatly over the years, the arithmetic mean of these rates was 6.5% in the period 1996-2014, a value very similar to that of master's programs (6.4%), as seen in the previous section. In the entire period, that is, from 1996 to 2014, the growth in the number of doctoral programs was 210.2%, while that of master's programs was 205.0%.

Figure 2: Evolution of the number of doctoral courses in Brazil



Source: Laplane et al (2014)

Flores (2014, p. 29) found that there is an alignment of the current profile and evolution of postgraduate education *stricto sensu* in Brazil with some goals of the Draft Law of the National Education Plan (PNE - 2011/2020), among which stand out that in higher education for qualification of the teaching staff 35% (thirty-five percent) of doctors and 40% (forty percent) of masters, highlighting with this, a low index related to other countries, such as Argentina and Chile.

It is also worth mentioning the incentives of the federal government agencies, among which are the edicts of CAPES and the National Council for Scientific and Technological Development for the qualification of postgraduate students abroad. The current situation and future prospects are promising, and are consolidated in the guidelines, objectives and goals established in the PNPG for the period 2011-2020, aligned with the National Education Plan (FLORES, 2014).

3. Final considerations

This article aimed to show the importance of the graduate program in Brazil, through a literature search. For this, it was performed the reading of several works, scientific articles and other materials on line, where one can achieve the objectives of this work.

Through the research one can see the trajectory of the post-graduation, which went through different phases and, certainly, the institutionalization orchestrated by means of public policies centralized in federal government agencies, is the greatest mark of its history. The post-graduation scientific field is a deeply hierarchical structure, with well defined agents, rules of competition and capital, involving on the one hand the *Stricto Sensu* Postgraduation Programs and its teaching staff, and on the other hand, the administrative-political structure of CAPES, which also gathers researchers recognized from the academic world, responsible in large part for the postgraduation policies.

He also observed the importance of graduate programs and the offer of courses in the strict sense of specialization and improvement, as they highlight the interest in professional training and scientific development. In the same sense, the offer for master's and doctoral programs reveal the national interest in

constituting a teaching base that promotes scientific development, in addition to training students for teaching, considering the need to promote and disseminate knowledge with a view to the national interest. In addition, it was found that in the face of constant economic, social, cultural and environmental changes, higher education *stricto sensu* has the commitment to contribute to the advancement of scientific, technological and economic knowledge. This is possible, since the *stricto sensu* graduation is also privileged in the inclusion of innovative disciplines and methodologies, in the sense that a new professional is formed, competent, intuitive, critical and knowledgeable of his social role, more involved with research and with greater vision of decision. Thus, it is suggested longitudinal studies at the international level, in order to verify which is the academic development *stricto sensu*.

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