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# Monitoring of Graduates Graduated By Unipampa Natural of Campus Cities from 2017 To 2019

*Monitoramento dos Egressos formados pela Unipampa Naturais das Cidades  
Campi de 2017 a 2019*

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DOI: [10.22478/ufpb.2525-5584.2022v7n1.61356]

Recebido em: 07/11/2021  
Aprovado em: 06/06/2022

**Abstract:** This study monitors the evolution of the rates of students graduated by Unipampa from 2017 to 2019. It aims to monitor Unipampa indicators related to the percentage of students graduated in the university that were born in the campus cities. To accomplish that, it is necessary to answer the following question: how the local and regional society, especially people that were born in the campus cities are benefiting from the education offered by Unipampa? This is a qualitative-quantitative, bibliographical, documentary and descriptive research. The sample was formed from official Unipampa documents. The analysis of results is performed through content analysis and the comparative method. This study observes the impacts of Unipampa in the cities of its scope, with regard to the number of graduates, the evolution of the indicators was analyzed over three consecutive years, with a special look at the graduates born in such municipalities, especially women.

**Keywords:** Unipampa; monitoring; graduates; born in campus cities; gender.

**Resumo:** Este estudo monitora a evolução dos índices de alunos formados pela Unipampa de 2017 a 2019. Tem como objetivos acompanhar os indicadores da Unipampa relativos

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ao percentual de alunos formados pela universidade nascidos nas cidades campus. Para é necessário responder a seguinte questão: como a sociedade local e regional, em especial às pessoas naturais das cidades campus estão se beneficiando com o ensino ofertado pela Unipampa? Trata-se de uma pesquisa quali-quantitativa, bibliográfica, documental e descritiva. A amostra foi formada a partir de documentos oficiais da Unipampa. A análise dos resultados é realizada por meio da análise de conteúdo e do método comparado. Este estudo observa os impactos da Unipampa nas cidades de sua abrangência, no que tange ao quantitativo de formados, foi analisada a evolução dos indicadores ao longo de três anos consecutivos, com um olhar especial para os formados nascidos em tais municípios, em especial as mulheres.

**Palavras-chave:** Unipampa; monitoramento; formados; nascidos nas cidades campus; gênero.

## **1. Introdução**

Unipampa is a new Brazilian federal university that is located in the southern half of Rio Grande do Sul (RS), in an area that covers approximately 53.07% of the territory of Rio Grande do Sul (RS). This text presents the research on how much the society that were born in the cities campusis completing courses through the institution. It is followed the evolution over three consecutive years (from 2017 to 2019) in order to observe the quantity of students graduated per campus and the degree of participation.

Brazilian higher education had a late start marked by the interests of the its upper income people, and the courses met the demands of this social group. It can be observed that public higher education institutions grew until the beginning of the 1980s, when the private sector started to expand and increase the number of places and courses offered, one of the factors that most contributed to this was the distance courses, currently widely spread both in the public and private spheres.

The Federal University of the Pampa was created by the Law No. 11,640 on January 11, 2008, with headquarters in Bagé and in the cities of: Jaguarão, São Gabriel, Santana do Livramento, Uruguaiana, Alegrete, São Borja, Itaqui, Caçapava do Sul and Dom Pedrito (BRASIL, 2008). For technical reasons, Unipampa is a multi-campus university<sup>4</sup>, that is, presents campus in different locations.

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<sup>4</sup> This characteristic is intrinsic to this institution and has been present since its creation. Unlike older institutions, in which it would be possible the existence of activities "off-site", which would be reverted into more resources for the institution because of the form of distribution of resources in Federal Institutions of Higher Education, via Budget Matrix of Other Costs and Capital (OCC), it does not occur in UNIPAMPA (MEC, 2013). In this sense, it can be considered as if all campuses were headquarters, only with the fiscal address staying in Bagé due to the location of the Rectorry in this city (BRASIL, Ordinance No. 651 of July 24, 2013).

The region where Unipampa was implemented is marked by socioeconomic indicators below the state average, and the total Socioeconomic Development Index (IDESE), which involves education, health, and income, is lower than that presented by the state. The same occurs with population growth and life expectancy at birth.

The Institutional Development Plan (PDI) (2014- 2018) of Unipampa presents four structuring connections: "Academic Excellence, Institutional Improvement, Human Dimension, and Social Commitment". This article will pay special attention to the institution's social commitment to the society where it is located. It is understood as social commitment: "affirmative action, accessibility, and policies for students in situations of social vulnerability, among other topics" (UNIPAMPA, 2022).

Since the beginning of its activities, Unipampa has been committed to the society where it is inserted. This study aims to track the indicators of the university regarding the percentage of students graduating who are native of the campus cities. To do so, it will be necessary to answer the following question: how is the local and regional society benefiting from the education offered by Unipampa, especially the people who live in the campus cities?

## **2. Development**

This study presents the follow-up of indicators related to the participation of local and regional society, especially that group formed by the natural population of the cities that form Unipampa (Alegrete, Bagé, Caçapava do Sul, Dom Pedrito, Jaguarão, Itaqui, São Borja, São Gabriel, Santana do Livramento and Uruguaiana). The focus of this research is the analysis of the students who graduated from the institution over three consecutive years.

A brief history of Brazilian higher education is given for contextualization purposes. Socioeconomic data are also brought, which show their importance due to the particularities of the society analyzed, also, data concerning the researched institution are presented, especially those related to the research scope.

This article uses the mixed method. The qualitative analysis does not present a ready model to be followed, being up to the analyzer to use his interpretative capacity of the facts (GIL, 2008). Another part of the research, which works with statistical data, will depend on the quantitative method. This type of research "has as its main characteristic the uniqueness of the form of data collection and treatment. For this, it needs to collect a set of comparable and obtained information for the same set of observable units" (ALONSO et al, 2016, translated).

It is a bibliographic, documentary and descriptive research: bibliographic because it works with analysis of articles, books, magazines, newspapers, etc. Among the main advantages of this type of study is the fact that the researcher collects a very large amount of information, something that if it were sought into primary sources might be less significant (GIL, 2008); documentary because it consults and analyzes documents relating to the population of the graduates. This type of research uses materials that have not yet been analyzed or that may be reworked according to the researcher's objectives (GIL, 2008); and descriptive because it will describe the characteristics of the graduates of Unipampa (2017-2019). Descriptive surveys are those "that aim to study the characteristics of a group: its distribution by age, sex, origin, level of education, income level, physical and mental health status, etc." (GIL, 2008, p.28, translated).

Two forms of territorial division are used, necessary due to the large area of coverage of the institution. The mesoregion division, which divides RS into the South half and North half regions, is used, and also the one that divides the State into twenty-eight (28) Regional Development Councils (COREDEs), composed of smaller regions that have some kind of affinity.

To achieve the goal of verifying the achievement of the university's activities, the profile of the graduates in the years 2017, 2018, and 2019 was studied. To this end, the study of graduates was carried out according to their place of birth (country, state, and city), observing the students who were born in cities where there is a Unipampa campus and the course in which they graduated. With this, we sought to identify the number of students who graduated in the cities where the university campuses exist, and to verify the courses in which these people are graduating.

The research sample is made up of students graduating from Unipampa in the years 2017, 2018, and 2019. The database was built by the authors based on documents, data collected from the University's website, and bibliography related to the theme. Studies that have already been conducted on the subject were consulted. The documents were analyzed using content analysis, while the statistical data were analyzed using the Excel program to build charts, graphs, and tables with the graduates' data. The comparative method was also used because it seeks to highlight the similarities and differences found in the research, which may be of classes, phenomena, facts or individuals who may be separated in space and time (GIL, 2008).

### *2.1. A brief reading of Brazilian higher education*

The first higher education school in the country was the Universidade do Paraná, according to State Law nº1,284 of 1912, but it was dismissed by Decree nº 11,530 in 1915. This decree stated that only cities with a population greater than 100 thousand inhabitants could establish a University, which made it impossible for the city of Curitiba to maintain the institution. Only in 1913 the operation of the Escola Livre de Manaus would start, later called the Universidade de Manaus (MORHY, 2004).

In 1931, with the decree No. 19.851 is the exposure of clearer bases, establishing that the universities should have course offerings from at least three areas of knowledge: Medicine, Law and Engineering. The University of São Paulo was created in 1934 and the University of the Federal District<sup>5</sup> in 1935. In 1950 Brazil had 10 universities and in the 1960s, there were 20 (MORHY, 2004).

The Getúlio Vargas government created the Ministry of Health and Education providing a reform in the area of education. The minister Francisco Campos was responsible for the Higher Education Project. Decree Law 19,851 of 1931 created the National Education Council. One of the relevant facts for the history of higher education in Brazil was the creation of the University of Brasilia in 1961, whose first rector was the anthropologist Darcy Ribeiro (GENTIL, 2017).

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<sup>5</sup> In this period, the Federal District comprised the city of Rio de Janeiro, then the Brazilian capital.

Until the early 1980s, higher education had greater growth in the public sector, there were 65 public institutions and 22 private ones. The year 1983 was marked by the approval of the João Galmon Amendment in which it was approved a minimum amount to be spent on education, being 25% for municipalities and 13% for the Union (MORHY, 2004).

Many speeches point to education as a fundamental element for the production of capital and for social development, and thus, it became widely available and commercialized (GENTIL, 2017). The Federal Constitution of 1988 guarantees that "education is free to private initiative, provided the following conditions are met: I - compliance with the general norms of national education. II - authorization and quality assessment by the Public Authority" (BRASIL, 1988).

During Lula's government, the Program of Support for Restructuring and Expansion Plans for Federal Universities (Reuni) was created by decree on April 24, 2007, with the goal of increasing access and permanence in higher education. The government has adopted several measures to stimulate the growth of Brazilian public higher education, providing conditions for federal universities to enable academic, physical and pedagogical expansion. The program began in 2003 with an expected completion by 2012 (BRASIL, REUNI, 2018). Thus, four new public higher education institutions were created: Grande Dourados, in Mato Grosso do Sul; Universidade Federal do ABC, in Santo André; Universidade do Recôncavo Baiano, in Cruz das Almas and the Universidade Federal do Pampa, in Bagé, in Rio Grande do Sul (GENTIL, 2017).

When analyzing current Brazilian higher education, it is possible to verify that there are more private institutions than public ones. In 2017, of the higher education institutions, 87.9% were private and only 12.1% were public, of these 5.1% state, 4.5% federal, and 2.6% municipal. Of this year's graduates, 79.0% studied in private colleges against 21.0% in the public network. It is worth noting the occupancy rate per vacancy, which is only 32.1% in private versus 82.5% in public education (INEP, 2022).

## *2.2. Unipampa*

Unipampa was established in 2008 by Law No. 11,640, called Fundação Universidade Federal do Pampa, it is a new teaching institution, and it receives assistance from two important public higher education institutions in the implementation process. Is located in the southern half of Rio Grande do Sul, covering the COREDES of Fronteira Oeste, Campanha and Sul.

The university was created to promote "qualified higher education, in order to form capable and committed citizens to act for the benefit of regional, national, and international development". The educational institution started its activities under the tutelage of two other universities until its legal formalization in 2008, the Federal University of Santa Maria became responsible for five campuses, while the Federal University of Pelotas for the other five (GENTIL, 2017).

It is located in the largest border area of Mercosur, extending over an area of 153,879 km<sup>2</sup>. It has ten campuses in municipalities of the Western Border, Campanha and South. Of these, three are on the border with Argentina: São Borja, Itaqui, Uruguaiana. Two campus border Uruguay: Santana do Livramento and Jaguarão. And the other five campus are located in: Alegrete, Bagé, Dom Pedrito, Caçapava do Sul and São Gabriel (UNIPAMPA, 2022). Unipampa emerges with the following purpose:

Fulfilling an old dream of the population allows youth, eager for knowledge, to remain in their region of origin and acquire the necessary information to drive the progress of their region, at the same time that qualified labor is trained, and the self-esteem of its inhabitants is increased, having, as a consequence, the emergence of new families, whose children will glimpse options for them to develop culturally and economically independent societies (UNIPAMPA, 2022, translated).

In 2008, Unipampa had the support of 391 professionals, in the most diverse areas, in 2017 this number reached 1,893, in 2018 there is a decrease, reaching 1,887. In 2021, there is a retraction of 3.11% in the number of professional contracts, compared to 2020, when the institution now has 1,851 employees, a number that is close to the number presented in 2016, when there were 1,849 professionals (OBSERVATÓRIO 360°, 2022). Several Unipampa services are outsourced, which brings the total number of jobs to close to two (2) thousand in 2022 (UNIPAMPA, 2022).

As for the level of education of the employees, in 2013, 32.13% had a doctorate, 18.84% a master's degree, 8.66% a specialization, 26.45% higher education, and 13.92% basic education. Of this, 52.15% were men and 47.85% women. In 2021 we observe a great evolution in the indicators, since 45.27% have a doctorate, 17.07% a master's degree, 16.07% a specialization, 17.13% higher education, 4.05% basic education, and 0.05% others. Since 50.30% are men and 49.70% are women, we observe that there is almost a gender parity, with an increase in the participation of women (360° OBSERVATORY, 2022).

Unipampa has sixty-eight (68) undergraduate, graduate, and technological courses in its campuses<sup>6</sup>, and six (6) distance learning courses, offered in partnership with Universidade Aberta do Brasil (UAB), distributed in four (4) units. All courses are chosen according to the aspects of the regional context, in order to provide that many young people remain in their places of birth, and to contribute to the progress of the region where it is located. Currently the institution has seventeen master's degrees and four doctorates, in addition to several specializations (UNIPAMPA, 2022; 2021; 360° OBSERVATORY°, 2022).

There was a progressive expansion in the number of students enrolled over the past twelve (12) years, in 2009 there were 4,248 students, in the second half of 2015, six years later, this number practically doubles to 8,247, of these 59.27% in full-time courses, 37.93% in the nightshift and only 2.80% in the morning/evening shift. In 2021 the number of students continued to rise, in the second semester of this year the institution had 12,818 students, 59.69% of them in full-time courses, 37.77% in the evening, and only 2.54% in the morning/evening shift (360° OBSERVATORY°, 2022).

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<sup>6</sup> Some of the undergraduate, degree, and technology courses offered by Unipampa (some courses are available on more than one campus with a pedagogical project that may vary, as well as the mode and schedule of the offer), distributed across its ten campuses: Degree: Biological Sciences; Nature Sciences; Natural Sciences; Exact Sciences; Human Sciences; Field Education; Physical Education; Physics; Geography; History; Letters - Spanish and Hispanic Literature; Letters - Additional Languages English; Spanish and Respective Literatures; Letters - Portuguese and Spanish, Letters - Portuguese and Portuguese Language Literatures; Letters - Portuguese and Portuguese Language Literatures; Letters Portuguese; Portuguese/Spanish and Respective Literatures; Mathematics, Music; Pedagogy and Chemistry. Bachelor's degree: Journalism; Medicine; Administration; Public Administration; Agronomy; Biotechnology; Computer Science; Food Science and Technology; Biological Sciences; Economic Sciences; Social Sciences - Political Science; Social Communication - Advertising; Law; Nursing, Agricultural Engineering; Environmental and Sanitary Engineering; Cartographic and Surveying Engineering; Civil Engineering; Food Engineering; Computer Engineering; Energy Engineering; Production Engineering; Software Engineering; Telecommunications Engineering; Electrical Engineering; Forest Engineering; Mechanical Engineering; Chemical Engineering; Enology; Pharmacy; Physiotherapy; Geophysics; Geology; Environmental Management; Interdisciplinary in Science and Technology; Veterinary Medicine; Nutrition; Cultural Production and Policy; International Relations; Public Relations; Social Service and Zootechnics. Technological: Agribusiness; Aquaculture; Tourism Management; Mining and Technology in Fruit Culture (UNIPAMPA, 2022).

The budget of the last six years of Unipampa presents oscillations mainly when we analyze the committed expenses, in 2014 there was an increase of 23.02% compared to the previous year. In 2015 the increase was only 3.74%. Between the years 2016 and 2017 the committed expenses had an increase of approximately 12.00%. In 2018 there was a budget increase, in the mode presented here, of only 0.33%. In 2019 there was an increase of 7.16%, but in 2020 the adjustment was only 3.04%. In 2021 there was a budget reduction of -0.55%, something that had never occurred since the data started to be presented by the 360° Observatory (360° OBSERVATORY, 2022).

In 2021, the university increased the number of students by more than 18%, surpassing 12 thousand students enrolled in undergraduate programs alone. On the other hand, the committed expenses suffered a reduction of -0.55%, in accordance with the budget restriction suffered (360° OBSERVATORY, 2022).

In 2022 the institution has approximately 687 Research Projects in progress and around 328 Extension Projects. For example, the Uruguaiana campus alone, focused on health, has about 261 research and 122 extension projects underway (UNIPAMPA, 2022).

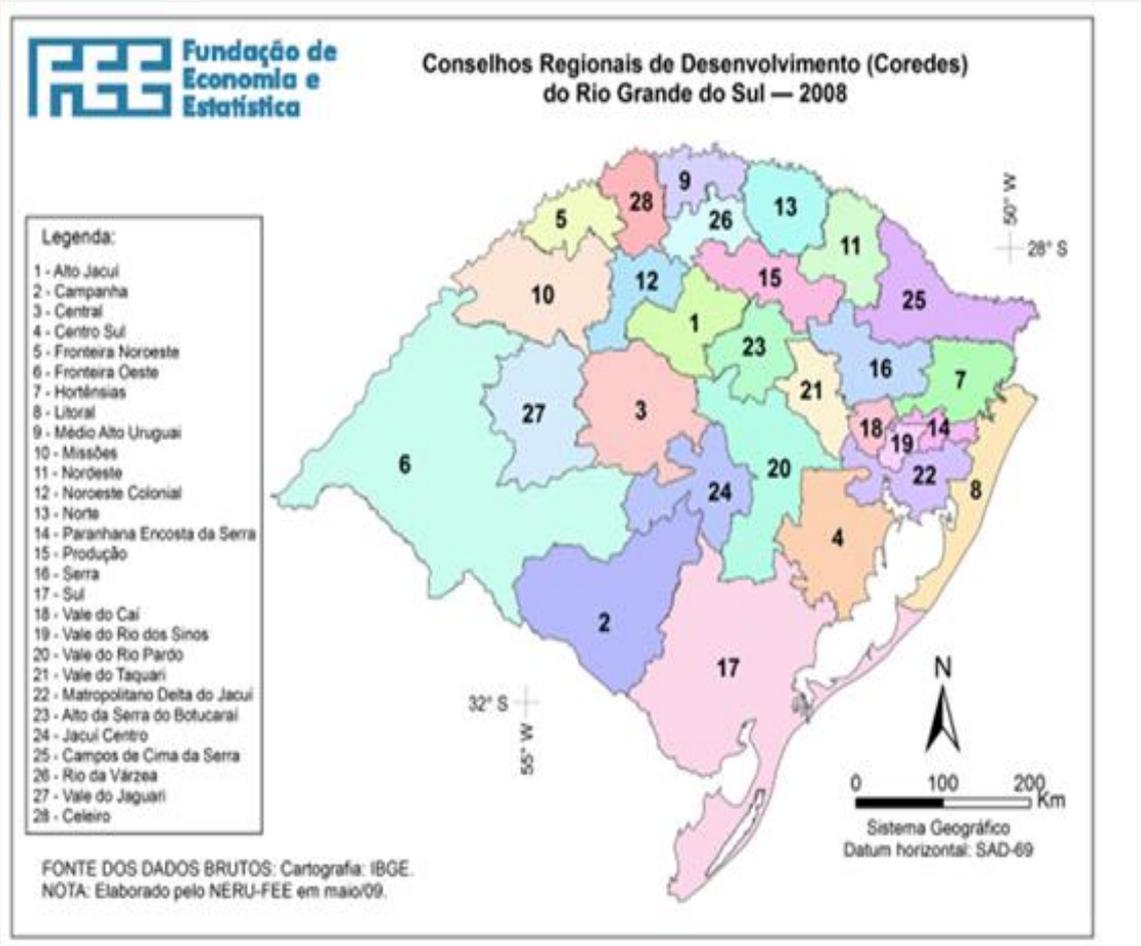
Unipampa was created to meet the educational demands of a society distributed over a large territory that covers more than half of the gaúcho territory, as will be presented. This text addresses some of the main socioeconomic characteristics peculiar to this region.

### *2.3. Social and Economic Indicators of the Western Border, Campanha, and Southern regions*

Before starting the data analysis, it is necessary to know a little about the socioeconomic aspects of the region where Unipampa is located. The university is located in a region marked by large extensions of land and low population density.

This research will use the division of the State of RS created by Law 10,283/1994, which instituted the Regional Development Councils (COREDEs). The state was divided into twenty-eight (28) regions, agglomerations of cities that have social, economic or cultural affinities. The main goal of the COREDEs is to promote regional development in a harmonic and sustainable way, through "the integration of resources and governmental actions in the region, aiming at improving the quality of life of the population, the equitable distribution of the produced wealth, the encouragement for people to stay in their region, and the preservation and recovery of the environment" (RIO GRANDE DO SUL. Law 10,283/1994).

**Figure 01:** Distribution of the Regional Development Councils (COREDEs) in RS



**Source:** FEE data based on data from RS Legislative Assembly, 2022.

Of the ten (10) Unipampa campus, three (3) are located in the Campanha region (Bagé, Caçapava do Sul, and Dom Pedrito); six (6) in the Western Frontier (São Borja, Alegrete, São Gabriel, Uruguaiana, and Itaqui); and one (1) in the South (Jaguarão), according to figure 02. As for life expectancy at birth in 2000 in the three regions and in the state of RS, we observe that the average in RS was 72.05, in the West Border was 71.57, in Campanha 70.86, and in the South only 69.54. Note that none of the regions managed to reach the state average, and the one that showed the worst result was the South region.

**Figure 02:** Image of the distribution of Unipampa campuses in Rio Grande do Sul



Source: UNIPAMPA, 2022.

The region where Unipampa was constituted is marked by progressive socioeconomic attrition, a fact that has led to unequal and unfair development. At the end of the twentieth century a social and economic decline was observed in the region due to the crisis in the agricultural sector, a characteristic of the region marked by large rural properties and low productive diversification (UNIPAMPA, 2022).

However, the entire Metade Sul of Rio Grande do Sul state coexists with quite difficult socioeconomic problems, based on social indicators it is possible to see that the municipalities present not only the worst economic indicators, such as GDP, but also presents a significant percentage of poor in its population (HENTZ, 2013).

Another relevant aspect for this study is the population distribution and the coverage area of the Unipampa. The three regions together constitute approximately 53.07% of the 281,748 km<sup>2</sup> of the territorial area of RS (IBGE, 2022). The remaining twenty-five (25) regions are distributed over 46.93% of the territory.

Although the regions are distributed over large tracts of land, this does not mean that they are regions with a large amount of population, quite the contrary, even covering 53.07% of the physical area of the state the percentage of inhabitants was only 14.51% in 2013. Figure 03 presents data regarding the estimated population and variation of these indicators from 2013. In 2016, it is observed that the RS increased the number of inhabitants by 1.46%, the South increased 0.78%, but Campanha had a loss of 0.70% and the Western Border decreased 1.87%, the highest rate among the three regions. In 2020 the Western Border remains with a significant loss of 1.16%, if compared to the other regions analyzed here, the South decreased by 0.18%, but Campanha obtained an increase of 0.84%, a percentage well below the average value of RS, of 1.72% in relation to the year 2016.

**Figure 03:** Population estimate and/or variation in RS and COREDEs Campanha, Fronteira Oeste and Sul

RS e COREDEs	Estimate and/or population variation (2013, 2016 and 2020) in RS and COREDEs					
	2013		2016		2020	
	Total	population estimate	Total	Variation for the year 2013	Total	Variation for the year 2016
<b>RS</b>	11.066.527	100,00%	11.229.947	+1,46%	11.422.973	+1,72%
<b>Campanha</b>	219.172	1,98%	217.649	-0,70%	219.477	+0,84%
<b>Fronteira Oeste</b>	524.480	4,74%	514.697	-1,87%	508.734	-1,16%
<b>Sul</b>	862.169	7,79%	868.892	+0,78%	867.334	-0,18%

Source: Prepared by the authors from data collected from FEE DADOS, 2022.

Figure 04 brings the Socioeconomic Development Index (IDESE), that involves three blocks (Education, Income and Health), and it is observed that none of the three COREDEs that cover the cities of Unipampa is nearer state average that was on the rise between 2013 and 2019. In 2013 the Southern region was the one with the worst performance, followed by the Western Frontier and Campanha. In 2016 there was a slight expansion in the indicator, the region that grew the most was Campanha, which already brought a better performance. The South, which in 2013 presented the worst performance in 2016, exceeds in only 0.01% the West Border, but still quite distant from the indicators of Campanha and RS average. In 2019, Campanha is still best positioned between the three COREDES that Unipampa is, followed by the South and the Western Border. When observing how much each region has expanded, this indicator over these six (6) years it is possible to see that in 2016 the regions of Campanha and South had an increase of 0.23% and the West Border of 0.21%, higher than the state gain that stood at 0.11%. The same occurred in 2019, Campanha increased its indicator by 0.25%, the South by 0.24% and Campanha by 0.23%, the three regions exceeded the gain of 0.215 of the State of RS. Therefore, it is possible to note that there is a historical lag in relation to the state average, the fact is that no COREDE where Unipampa is located managed to reach the state indicators throughout the period, even presenting constant expansion, even higher than the Rio Grande do Sul average.

**Figure 04:** Total Socioeconomic Development Index (IDESE) of the state of RS and of the COREDEs Campanha, West Border and South

RS/COREDES	IDESE TOTAL*		
	2013	2016	2019
RS	0,744	0,755	0,776
CAMPANHA	0,698	0,721	0,746
FRONTEIRA OESTE	0,684	0,705	0,728
SUL	0,683	0,706	0,730
* Index composed of twelve (12) indicators, divided into three blocks (education, income and health). Zero (0,000) no development and one (1,000) full development			

Source: FEE DADOS, 2022.

In comparative terms, the Southern half of Rio Grande do Sul presents Social Development Indexes (IDS) from medium to low, while the Northern and Northeastern regions have municipalities with higher indicators. The region faces major challenges to compete and develop, among the reasons are: low population density; low public investments per capita; remoteness from the most developed regions; land sector marked by medium and large properties (UNIPAMPA, 2022).

The region where Unipampa is located is marked by social, structural, and economic deficiencies. For the implementation of the university, numerous actions were necessary, such as: construction of buildings, bidding to hire outsourced companies, holding public competitions and vestibular exams, acquisition of equipment, standardization of its processes, creation of academic and administrative structures compatible with the great diversity of courses. According to the analysis of the socioeconomic impact of Unipampa in the Southern Half mesoregion performed by Pahim et al (2018), the institution impacts, to a greater or lesser extent, the maintenance of population levels, the decrease in income concentration, the increase in GDP per capita, the lower unemployment rate, the increase in the adult population rate, the higher tax revenue, and the improvement in quality of life. (PAHIM et al, 2018, p.187). But, as already pointed out, the population estimate by COREDEs shows that the region of Campanha and South had a reduction in inhabitants in 2016 compared to three years earlier. In 2019 we can also see that the Western Frontier and Campanha also decreased their population.

#### *2.4. Profile of students graduating in 2017, 2018 and 2019 at Unipampa*

So far, few studies have been found that focus on the natural graduates of the campus cities, much less those that cover all ten units. It is followed the formative processes of the years 2017, 2018 and 2019, in order to verify the evolution of the indicators of the natural graduates of the campus cities.

Figure 05 brings the total number of students graduated by Unipampa and the number of graduates in the ten (10) campus cities over three academic years, 2017, 2018 and 2019. In 2017, Uruguaiiana had the highest number of graduates, 210, followed by Santana do Livramento with 133. While the lowest rates were inCaçapava do Sul with only 53 followed by São Gabriel with 76 graduates. In 2018, Uruguaiiana campus continues to have the best result, where 202 graduates graduated, followed by São Borja with 151. While the worst results were inCaçapava do Sul, with 54 and Jaguarão with 64 graduates. In 2019 Uruguaiiana remains as the campus with the highest number of graduated students, with 158, followed, as in the previous year, by São Borja with 148. São Gabriel shows the worst performance, with only 53 graduates, followed by Jaguarão with only 59 completers.

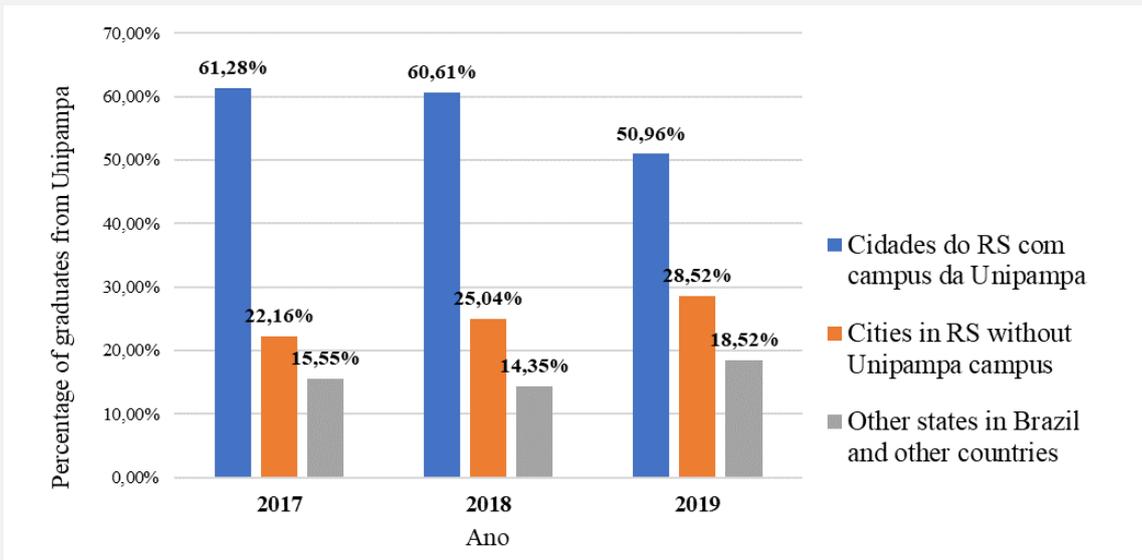
**Figure 05:** Number of graduated students from Unipampa's campuses by academic year

CITIES campus of Unipampa	2017		2018		2019	
	Total graduates	Campus city natural graduates	Total graduates	Campus city natural graduates	Total graduates	Campus city natural graduates
<b>Alegrete</b>	126	56	116	53	119	45
<b>Bagé</b>	161	93	138	82	116	92
<b>Caçapava do Sul</b>	53	20	54	15	69	16
<b>Dom Pedrito</b>	76	67	99	73	105	80
<b>Itaqui</b>	104	66	116	64	100	60
<b>Jaguarão</b>	97	58	65	45	59	36
<b>São Borja</b>	142	89	151	127	148	90
<b>São Gabriel</b>	68	41	91	64	53	26
<b>Santana do Livramento</b>	133	110	111	81	98	69
<b>Uruguaiana</b>	210	139	202	140	158	91

**Source:** Prepared by the authors based on data from the nominal list of graduates in 2017, 2018 and 2019, UNIPAMPA, 2022.

Figure 05 brings another important data, presents the number of graduates born in campus cities, even if they have completed their courses in a unit other than their hometown, for example a student may have been born in Alegrete, but graduated in Uruguaiana. In 2017, Uruguaiana graduated 139 students born in the cities covered by the institution, followed by Santana do Livramento with 110. The campus that had fewer graduates born in the units was Caçapava do Sul with 20 graduates followed by São Gabriel with 41. In 2018 Uruguaiana continues with the best performance, there were 140 people, followed by São Borja with 127 graduates. Caçapava do Sul, on the other hand, remains with the lowest indicator, with only 15 graduates, soon after comes Jaguarão with only 45. In 2019, the Bagé campus presents the highest number, there were 92 graduates from the campus cities, followed by Uruguaiana with 91. However, Caçapava do Sul remains the city with the lowest number, there were only 16 people, followed by São Gabriel with 26 graduates. The graph below shows the profile of the graduates by origin of birth.

**Table 01:** Profile of students who graduated in the years 2017, 2018 and 2019 - born in cities-campuses, in cities of RS and in other states or countries

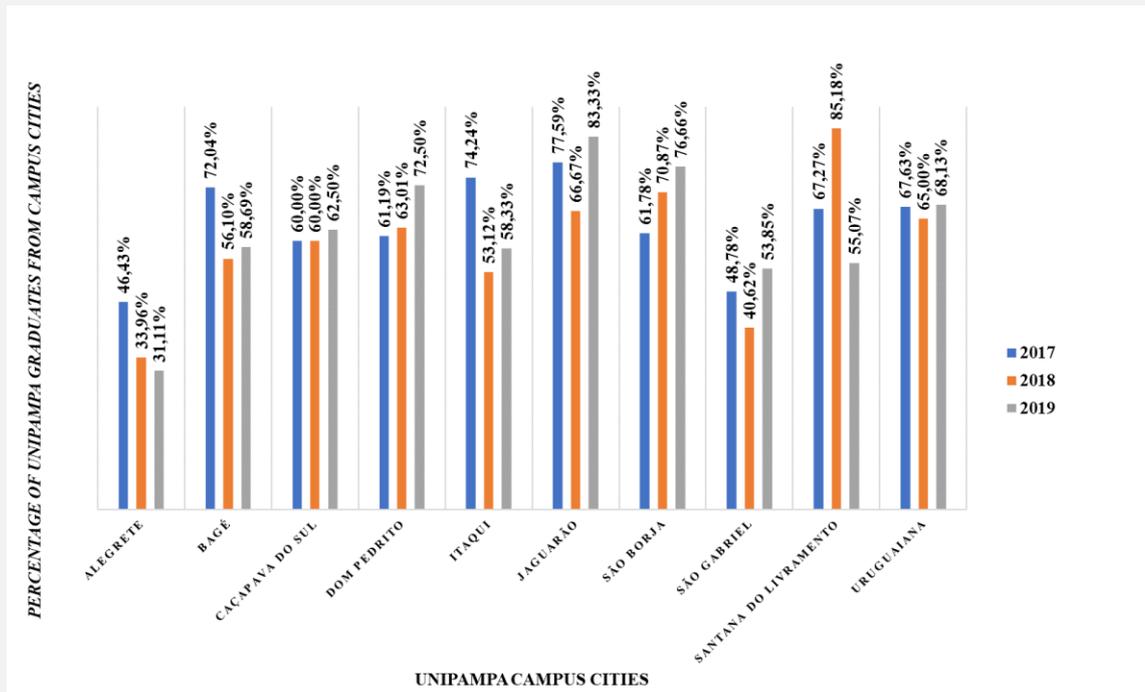


**Source:** Prepared by the authors from the nominal list of graduates in 2017, 2018 and 2019, UNIPAMPA, 2022.

Table 01 shows that from 2018 to 2019 most Unipampa graduates were from campus cities, with indicators always higher than 50.00%, reaching 61.28% in 2017, the beginning of this research. Another significant portion of graduates are from cities in the state of Rio Grande do Sul. The participation of graduates from other states and countries is smaller, but reached 18.52% in 2019.

It is noteworthy that the institution is gradually increasing the percentage of graduates coming from cities other than its campuses, as well as the percentage of people who are coming from outside the state/country, this is very important, because as we can see the university has expanded considerably since its creation and today is an important option for public higher education in Brazil. Table 02 shows the evolution of the percentage of women graduating from Unipampa who were born in campus cities.

**Table 02:** Percentage of graduates born in the ten (10) campus cities



Source: Prepared by the authors from the nominal list of graduates in 2017, 2018 and 2019, UNIPAMPA, 2022.

According to table 02 it is possible to observe that in 2017 the Jaguarão campus was the one that graduated the most women, in percentage terms, they represented 77.59%, followed by Itaqui with 74.24%. The lowest results were with Alegrete, with only 46.43% and São Gabriel with 48.78%. In 2018, Santana do Livramento showed the best performance, as among its graduates who are native of the campus cities, they represented 85.18%, followed by São Borja with 70.87%. The lowest results remain, firstly with Alegrete, with only 33.96%, followed by São Gabriel with 40.62%. In 2019, Jaguarão counts as the best indicator, they accounted for 83.33% of the completers, followed by São Borja with 76.66%. The worst performance, that year, was Alegrete, with only 31.11%, the lowest so far, followed by São Gabriel with 53.85%.

When the graduate profile is analyzed, it is possible to observe the large participation of women, with high percentages in most of the campuses that make up the institution. The overall percentage of female graduates was higher than 50.00% in the three consecutive years, in 2017, they represented 60.08%, in 2018 they stood at 59.93% and in 2019 they were 59.25% of the graduates.

**Figure 06:** Number of employment ties in RS and in the regions covered by Unipampa: gender aspect

RS e COREDEs	Number of employment relationships: gender					
	Male			Feminine		
	2008	2016	2019	2008	2016	2019
<b>RS</b>	1.418.316	1.558.035	1.591.261	1.102.995	1.352.848	1.366.360
<b>Campanha</b>	20.386	23.890	24.058	12.571	17.279	18.065
<b>Fronteira Oeste</b>	47.226	53.546	52.803	26.457	35.694	36.335
<b>Sul</b>	77.518	95.090	90.992	55.418	74.732	71.440

Source: FEE data, 2022.

Of the total Rio Grande do Sul population, approximately 51.30% are women and 48.70% are men (IBGE city, 2022). Figure 06 shows the number of jobs, in terms of gender, in the year Unipampa was created and more updated data from 2016 and 2019 for comparative purposes. It can be seen that from 2008 to 2016 the number of men employed in RS increased by 10% and the number of women employed by 23%. But what draws more attention is the expansion of the percentage of women in the labor market in this period. Campanha increased by 10%, the Western Frontier by 17%, and the South by 23% the percentage of men with jobs. In the same period, the Campaign increased the percentage of employed women by 23%, the Western Frontier by 37%, and the South by 35%.

From 2016 to 2019, a much smaller interval than the previous one, it is possible to see that the number of employment ties is higher in the female group than in the male group. The state of RS increased the employment market by 2% for men and 1% for women. In the Campanha region there was a 2% increase, in the Western Frontier 1%, and in the South a -4% decrease for men. Campanha, on the other hand, increased the employment of men by 1%, the Western Border by 2%, and Campanha decreased the employment of women by -4%. Women are still a minority of employees, both in Rio Grande do Sul and in the region covered by Unipampa, but they have increased their participation in the labor market in the last eleven (11) years.

The data leads us to understand that Unipampa contributes considerably to the formation of the local and regional society where it is located, and the female gender is in general the majority within the group followed here. We cannot state that the cause of the increase in employment ties is related to the institution, since a specific study is needed for this purpose, which this study did not propose to do at this time.

### **3. Final considerations**

Public higher education in Brazil started late, only in 1920. After the promulgation of the 1988 Federal Constitution there was an expansion of the private education network. MEC is the ministry responsible for education in the country, and it controls all relevant aspects of education, including higher education.

The arrival of Unipampa in the southern half of Rio Grande do Sul is something to be considered, due to its great regional coverage. The University has ten campuses distributed in ten cities, offers approximately sixty-four (64) undergraduate courses with 11,653 undergraduate students enrolled.

This work was to analyze the students who graduated in 2017, 2018 and 2019 born in the cities where Unipampa has campuses in order to observe the relevance of the institution in the formation process of this society. Based on the data, it was possible to answer the problem presented here: Unipampa is reaching the society where it is located. Proof of this is the large number of local students who entered higher education courses and the high percentage of graduates from the institution over the three years analyzed. It is hoped that society will be able to keep this specialized labor force in the region, and that governmental actions are thought and implemented in this sense. The region longs for development in all senses, such as: social, economic, structural, political, and cultural, and the educational improvement of the local inhabitants may be the way to go.

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