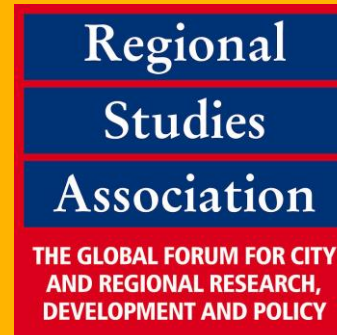




What does it mean to be central in the Periphery and peripheral in the centre? The cases of Universities of Evora, Campinas and Brasilia



Maria Conceição Rego (UEvora, Portugal),

Ana Paula Bastos (UnB, Brazil)

Mauricio Serra (Unicamp, Brazil)

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Outline

- Introduction
- Data and Methodology
- What the literature says?
- HEIs under analysis: a picture

Introduction

- This paper...

- aims at analysing the different strategies and practices adopted by three universities located in distinct contexts that play an active role in their regions: the University of Évora in Portugal, which is peripheral in the centre, and two Brazilian universities - Brasília and Campinas -, which are central in the periphery.

- Our research question is:

Regarding current challenges, can we still talk about an universal model of University? One size fits all? The context matters???

- is a work in progress.....

Data collection and empirical analysis

- Qualitative analysis based on:
 - Deep interviews with focal actors
 - Content analysis of internal documents
 - Follow path of successful and failed extension projects

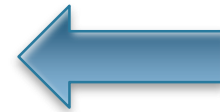
Theoretical framework

- Triple Helix /Quadruple Helix
- The triple helix model of universities, business and government with semi-autonomous centres that interface with the external environment supported by specialist internal units (e.g technology transfer offices) and external intermediaries (e.g technology and innovation centres) (Etzkowitz et. al . 2000)
- Strong focus on science, technology and business and a neglect of the humanities and social sciences, place based communities and civil society
- Regional Innovation System
- Learning region

3rd Mission: in a nutshell



Flexible boundaries



HEIs: How peripheral are these universities?

(I) UnB

- The University of Brasília (UnB) was inaugurated two years after Brasília, on April 21, 1962, with the promise of reinventing higher education, interweaving the various forms of knowledge and training professionals engaged in the transformation of the country. During dictatorship it shrinks size and importance to renovate after 1989, pursuing a community engagement.
- More than 22500 undergraduate,
- more than 4100 master /
- more than 3500 doctoral students, I
- 123 degrees, 87 masters and 67 doctoral programs



HEIs: How peripheral are these universities? (I)

UnB disctint features

- **Extension** projects has more than 1500 professors and more than 5800 students involved in activities for more than 190,000 external participants.
- **Multicampi** since 2006, when the Faculdade UnB Planaltina (FUP) was inaugurated, the first outside the Plano Piloto (planned city).
 - Two years later, the colleges of Ceilândia (FCE) and Gama (FGA) began to receive their students, teachers and technicians. The new units were created with the purpose of expanding and decentralizing academic activities and contributing to regional development.
- **Indigenous separate selection**, provides housing and scholarships for indigenous
- UNB WANTS TO RECOVER THE SPIRIT OF ITS CREATION AND ASPIRES TO BE RECOGNIZE BOTH INTEGRATIVE, INNOVATIVE AND DIVERSE



HEIs: How peripheral are these universities? (II)

UNICAMP

Public State University

Founded in 1966

6 campi

22 Academic Units

3 hospitals (856 beds)

Faculty: 1739 (99% PhD)

Students: 40,850 (50% in graduate courses)

15% of all Brazilian research output

The highest scientific production per capita
in Brazil





Unicamp



- the largest number of patent filled;
 - 2nd place among 20 leading institutions (companies and HEIs);
 - its spin-offs are responsible for over 9,000 jobs; and
 - has a closer interaction with its region
-
- Its performance can be partly explained by (a) its strong connection with the productive sector and (b) an ecosystem - which is still under construction - directed towards innovation and entrepreneurship.

HEIs: How peripheral are these universities? (III)



The **University of Évora** has a long history, was founded in XV century and it is the 2nd oldest university of Portugal, closed when most of Jesuists schools were closed; only reopened in the late of the 1970s

Currently is a is a small institution of the public higher education system Has courses in the areas of Social Sciences, Science and Technology, Arts and Health

Évora is a small town ((50,000 inhabitants)) in the south of Portugal (Region of Alentejo, one of the poorest regions of EU28: 70% of GDPpc) located around 1 hour from Lisbon (capital of the country) and from the border with Spain (also around 1 hour from the border)



The University of Évora has about 7,000 students
1.9% of all Portuguese public higher education students;
more than 40% of higher education students in the Alentejo, where it is located

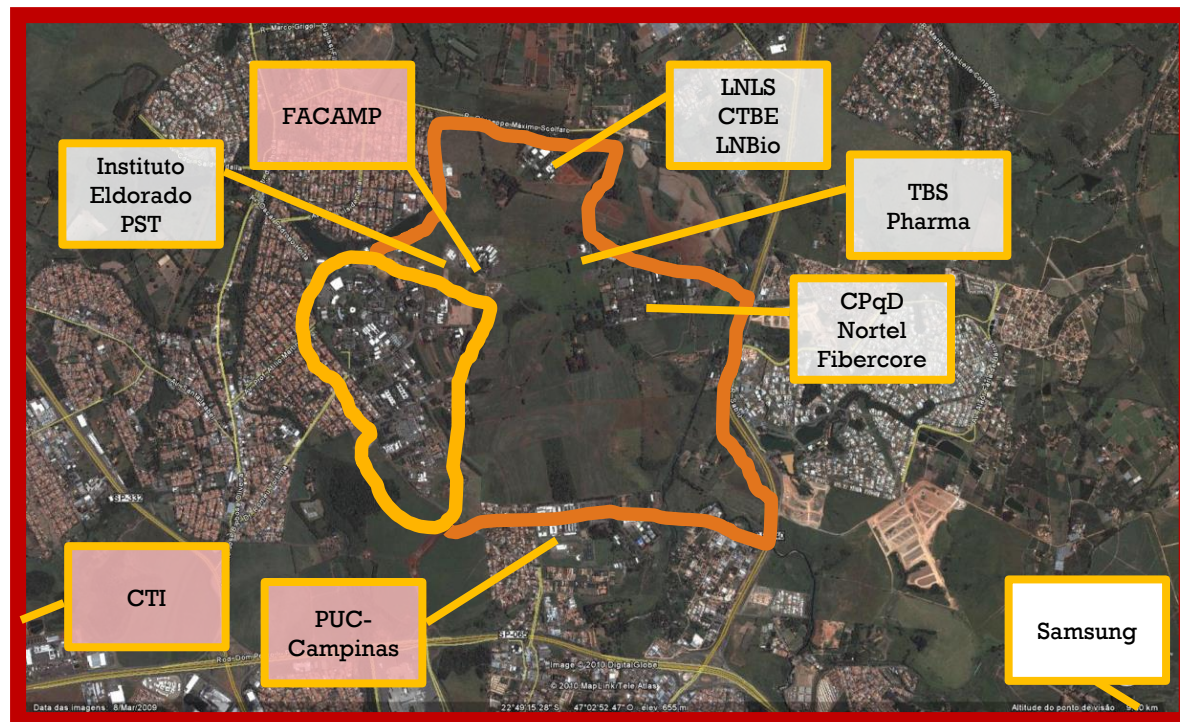
Education /Training

UnB	UNICAMP	U Évora (2017-18)
Ratio students / academic staff: 16,5	Ratio students / academic staff: 23,5	Ratio students / academic staff: 12,2
Number of graduates per teacher ETI: 2, 7	Number of graduates per teacher ETI: 11,5	Number of graduates per teacher ETI: 2
Proportion of enrolled students from foreign countries: 2,3%	Proportion of enrolled students from foreign countries: 4,5%	Proportion of enrolled students from foreign countries: 14,5%
Number of companies created (start-ups and spin-offs) (16) + 10 incubated	Number of companies created (start-ups and spin-offs) (15)	Number of companies created (start-ups and spin-offs) (15)

Links between universities and territories: examples UnB(I)

- Campuses have their own vocation and have already become references in undergraduate and graduate studies. The FUP works in areas related to natural and agrarian sciences (more than 1270 students). The Gama campus is specialized in engineering (more than 2200 students), and Ceilândia's in health courses (more than 2300 students).
- UnB has the Água Limpa Farm (FAL), more than 4.300ha, 28 km from main campus and a Centre to support researchers, distant more than 250km, in the National Park, Chapada dos Viadeiros, both for environmental preservation and academic production.
- UnB is ranked top ten in Latin America and it is among the leading entrepreneurial universities in the country and is the first in the Center-West, according to the ranking of the Brazilian Confederation of Junior Enterprises (Junior Brazil).

Links between universities and territories: examples (II)



Campinas High Tech Pole: agglomeration effects



- Programme: **Technological Incubator of Popular Cooperatives** (*Incubadora Tecnológica de Cooperativas Populares*)

- **Aims:** (a) to integrate academic knowledge with popular knowledge developed outside universities, and (b) to train, organise and support the sustainability of self-managed groups (associations, networks and incubators).



Campinas

- Campinas has benefited from Unicamp's active regional engagement.
- 10th richest city in Brazil.
 - Its GDP has more than tripled during the 1999-2013 period.
- 293 Unicamp related firms were created.
- 14,752 jobs were generated.
- Campinas Startups Association (created in 2010 by 12 startups at the Softex incubator at Unicamp)
 - The sum of revenues of these 12 firms jumped, in a year, from US\$ 330 thousand to US\$ 2,1 millions. In 2017, this amount was of US\$ 7 millions.

Links between universities and territories: examples (III)

- University of Évora and region (I)
 - One of the ways of connecting the University of Évora to the region is through PACT (Science and Technological Alentejo Park)
 - The University of Évora was one of the promoters of the PACT and chairs the Board of Directors
 - Established in 2011, the PACT is the only science and technology park in the low density region of Alentejo. It was created in partnership with regional higher education institutions, but is endowed with physical and statutory autonomy.
 - <https://www.pact.pt/site/>



Links between universities and territories: examples (III)

University of Évora and region (II)

The PACT focuses on diverse themes and competences, which are critical for the development of regional innovation and competitiveness, namely: Energy and Mobility, Mechatronics, Information and Communication Technologies, Food and Agricultural Technologies, Materials, Biotechnology and, Environment /Sustainability.

Its objective is to design, create, develop and manage a hosting infrastructure for the support and promotion of research and development initiatives and transfers, under the Regional System of Technology Transfer.

The PACT's main mission is to stimulate the institutional, physical and relational proximity between research and development organizations, producers of advanced knowledge, and technology-based companies, who by applying such knowledge promote innovative economic activities. PCTA aims to support entrepreneurship and to encourage the establishment of start-ups and spin-offs that create wealth, jobs and support social cohesion.

Policy implications: Universities as smart as regions, need embeddedness with its territories (I)

■ **UnB**

- Regional leader in third mission : incubating firms and thematic campi
- National leader in minorities integration
- Internationalization and networking efforts

Policy implications: Universities as smart as regions, need embeddedness with its territories (II)

■ UNICAMP :

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Policy implications: Universities as smart as regions, need embeddedness with its territories (III)

■ Uévora:

- Peripheral and small in the Portuguese system of higher education; the main in the context of regional HEIs
- Demand effect: direct economic and financial effect on the local economy
- Supply effects: effect on the improvement of regional human capital through the entry of graduates in the regional labour market (especially the 1990s of the twentieth century) and improvement of processes of knowledge transfer, relationship with companies, promotion of entrepreneurship and innovation (nowadays)