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The expansion of nursing graduation courses in the State of Mato Grosso

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Abstract: This article brings a cutout on the configuration of nursing graduation courses in the state of Mato Grosso - expansion and diversification, which aimed to analyze the expansion of nursing courses in the State of Mato Grosso, Brazil ahead to education policies and health, between the years of 1996 and 2011. In this clipping, the purpose was to analyze the trajectory of the creation and deployment of Nursing Courses in Mato Grosso, through indicators of number of courses, enrolment, offered vacancies, candidates and admissions, the categories of administrative and academic organization, available in the microdata of the statistics synopses from Higher Education Census, between 1996 and 2011. It was established that the expansion of the nursing graduation course was associated to health policies and regulations and came to meet the various segments that establish the system of individual and public health.

Key words: Expansion, Nursing, Mato Grosso State

Introduction

Search the expansion of nursing graduation courses may seem somewhat obvious, when thinking about growth and development of a country, but getting to know the elements that constitute the particularities and specificities of particular historical situation makes it unique.

To understand this expansion in the state of Mato Grosso was necessary to reconcile the Higher Education Policies with the Health Policies in force during the period studied, because they influenced the expansion of nursing courses.

Such policies have taken place within a historical trajectory, pushed by the socioeconomic context that sought to project Brazil towards to an economic development resulting from a crisis, on which occasion was prioritized the training of a type of labor that adhered to the labor market, transferring the duty of the public sphere to the private sector, with the rules dictated by multilateral agencies like the World Bank.

The nursing graduation courses, in Mato Grosso, in some moments were peculiar and in others followed the national tendency, in this way, it is necessary to understand how this expansion process happened and the factors related to it.

In addition, the goal of this study was to analyze the trajectory of the creation and

deployment of Nursing Courses in Mato Grosso, through indicators of number of courses, enrolment, offered vacancies, candidates and admissions, the categories of administrative and academic organization, available in the microdata of the statistics synopses from Higher Education Census, between 1996 and 2011.

Methods

To comply the objectives of this study a method of quantitative nature, descriptive and exploratory was used, in addition to a documentary analysis of the historical trajectory of creation of nursing schools in the state of Mato Grosso.

In this context, the chosen object of study were those of nursing graduation courses in the state of Mato Grosso that, according to the classification determined by the MEC, are inserted in the area of Health and Social Welfare, for the courses related to healthcare. We define the time clipping period from 1996 to 2011, in which there have been several changes within the Brazilian Educational System, marked by the expansion of higher education, especially in the private sector, guided by the promulgation of the new LDB (Law No 9394/96).

For a better overview, the study was divided in accordance to the presidential mandates and

regulations from the LBD/96 law, namely, the government of Fernando Henrique Cardoso, who will be entitled as Fernando Henrique Cardoso (1995-2002), and the government of Luiz Inácio Lula da Silva, as Lula (2003-2010). In addition to these, we added the data of 2011, aiming to upgrade the study, as inserted in the part of the government of Dilma Rousseff, but they reflect, still, the measures implemented in the previous government.

From the history of deployment of Nursing Courses in Mato Grosso, an analysis based on data from the Census of Higher Education was obtained through the portal of the Ministry of Education/ National Institute of Educational Study and Research (MEC/INEP), in the period between 1996 and 2011, trying to understand how to set up the expansion of these courses, highlighting indicators of number of courses, jobs offered, subscriptions, admissions and registrations, considering the categories: administrative and academic organization.

The option for this feature is warranted because it is an available database, considering the obligation pledged by the Decree no. 6,425, April 2008, which implies on its annual by INEP, collaboration between the Union, Federal District, States and Municipalities. Access to the database led to a historical analysis of the period in question (Brazil, 2008).

In this database there are information about the graduation courses in Brazil, available in an Excel spreadsheet, however, the data of nursing graduation courses in the state of Mato Grosso are presented in the form of microdata, requiring for their extraction the use of the SPSS 18 program and, subsequently, the transformation in Excel spreadsheets, for analysis and graphics editing using the 2010 version of Excel program.

There was no need of this work to be evaluated by the Ethics Committee, since the analyzed data are from public domain.

Results and discussion

The Higher Education was established later in the state of Mato Grosso if compared to the rest of Brazil, since this type of education was consolidated after implantation of the Universidade Federal de Mato Grosso (UFMT), in 1970, and the University of the State of Mato Grosso (UNEMAT), in 1978, concomitant with the socioeconomic development of the state, with a proposal of interiorization to attend the cities unstable infrastructure (GIANEZINI, 2009).

According to Moreira; Ramos (2004), there is controversy about the pioneering spirit of health institutions in Mato Grosso, since the first institutions based in Cuiabá were: São João dos Lázarus Hospital in 1816, thereafter the Santa Casa de Misericórdia de Cuiabá Hospital (only one that still remains in operation, since 1917), and the Military Hospital.

There are no records that prove the presence of a graduated nurse in these health institutions and not in others that were founded after the Santa Casa, for example, the Maternity and General Hospital in Cuiabá, in 1942, and the Aduauto Botelho Psychiatric Hospital, in 1957, even though at that time had been already established the ABEN in Cuiabá, in the State Nursing Assistant High School Dr. Mario Corrêa da Costa.

While in public issue, according to the report of the Federal Inventor Dr. Julius Strübing Müller, dating from 1938, was founded the School of Nursing, a pioneer in the institutionalization of nursing in the state of Mato Grosso, with the objective of specific training for the nursing area, which has worked in the building of the Palace of Instruction until 1940, and the internships were carried out in the Santa Casa de Misericórdia of Cuiabá (MOREIRA; RAMOS, 2004).

Although not specified in which class of Nursing Course was in that report, it is inferred that the deployment of the first nursing graduation course of Mato Grosso occurred between 1975/1976, at the Federal University of Mato Grosso, in the city of Cuiabá.

The first nursing graduation course in the state of Mato Grosso was implanted in the UFMT, in 1975, resulting from the expansion policy adopted by the MEC with the objective of supplying the lack of professional nurse employee in the labor market in Mato Grosso, which occurred concomitantly with the expansion and solidification of the regional scenario and the consolidation of nursing practice in the state (UNIVERSIDADE FEDERAL DE MATO GROSSO, 1975).

Initially, the staff of teachers was basically composed of graduates professionals with expertise, due to the difficulty of attracting professionals with master's and doctoral programs for the State and the lack of a local policy of investment in training of teachers at these levels (UNIVERSIDADE FEDERAL DE MATO GROSSO, s/d).

In the 1990's an administrative and academic reform process occurred in UFMT, which constituted the Faculty of Nursing and Nutrition (FEN), and for the management of the nursing graduation course there were three departments: Fundamental and Applied, Maternal-Child and Surgical-Medical, and Coordination of Graduation Education in Nursing. (UNIVERSIDADE FEDERAL DE MATO GROSSO, s/d).

In 1996, based on discussions and referrals on the training of nurses with a new profile that could attend the SUS PROGRAM, there was a reformulation in the political-pedagogical project of this course (UNIVERSIDADE FEDERAL DE MATO GROSSO, s/d).

In 2004, the FEN went through a new administrative process, through the Resolution CD no. 51, from July 2, 2004, which approved the division of FEN, separating the two faculties (Nursing and Nutrition), and became the Faculty of

Nursing (FAEN), officially starting in June of that year, introducing a new form of organization, management and academic work in the Nursing Unit - UFMT (UNIVERSIDADE FEDERAL DE MATO GROSSO, 2004).

The Nursing Graduation Course at UFMT began its expansion process and internalization in 2003, through the Expansion Program funded by the federal government, in the form of division within the city of Rondonópolis¹.

In 2006, through Resolution CD No. 100, the Program of Expansion and Consolidation of Undergraduate Education at the Federal University of Mato Grosso was approved, with proposed establishment of various nursing courses in the University Campus of Rondonópolis, the University Campus of Sinop, and in the Campus of the middle Araguaia (UNIVERSIDADE FEDERAL DE MATO GROSSO, 2006a).

Thus, the UFMT, in 2011, offered four nursing graduation courses, and a Master Course.

As previously described, was on Rondonópolis Campus that emerged the second Nursing Course of UFMT, in Special Class mode, through Resolution CONSEPE No 74 of July 22nd 2003, the precursor of the definitive deployment of the course at that campus (Brazil, 2003)

The motivation for the course creation in the city of Rondonópolis was the commitment to the training of nurses who contribute to improving the quality of individuals, families and communities care, in the geographical context of the southern region of Mato Grosso.

The city of Rondonópolis is headquarters of the Regional Health Department of the State Secretary of Mato Grosso (ERS-SES/MT), has a Regional Hospital of health linked to SES/MT, with the purpose of offering support services for diagnosis, hospitalization and emergency for patients in the region.

Rondonópolis is considered a reference in the organization of the services provision hierarchy in the SUS program, attending 19 cities that constitute this microregion (Alto Araguaia, Alto Garças, Alto Taquari, Araguinha, Campo Verde, Dom Aquino, Guiratinga, Itiquira, Jaciara, Juscimeira, Paranatinga, Pedra Preta, Poxoréo, Primavera do Leste, Rondonópolis, Santo Antônio do Leste, São José do Povo, São Pedro da Cipa e Tesouro).

In Sinop, the nursing course started its activities in the year of 2006, created from the Expansion Program Phase I, from the federal government, approved by Resolution CONSEPE No 13 of January 16th 2006, which occurred simultaneously with the creation of the University Campus of Sinop, based on knowledge of the totality

¹The special classes work off the campus of origin, take up space on other campuses or in other institutions provided by the county, being temporary and following the timetable and curriculum established by the campus of origin (BRASIL, 2006b).

of access to health services and the completeness of all levels of assistance, according to the Higher Education Expansion Program (Brazil, 2006c).

The course emerged to attend the regional reality that, in the midst of local economic expansion, the immigration process, agribusiness development, environmental deterioration and diseases caused by vectors, presenting socioenvironmental vulnerability (precarious basic sanitation, child exploitation, coexistence with indigenous communities peculiarities, partial coverage of the family health program, unemployment and low education levels of the population, among others), setting relevant challenges to the training of nurses who would attend the needs in question (Brazil, 2010).

The Nursing Graduation Course at the university campus of Alto Araguaia started its operation in August 2006, after approval by Resolution No 12/CONSEPE of 16/01/2006. Its creation was in harmony with the plan of institutional development, within the program of expansion and consolidation of the campus of the middle Araguaia, with an adequate design to regional needs (Brazil, 2006d).

It was noted that all nursing courses of the UFMT expanded to the Interior have a PPC (Political Pedagogical Project) that differs in the course load and curriculum matrix, however they attend the requirements of the LDB, created from the Expansion Program Phase I, from the federal government, taking into account the specific needs of regions that have presented a quite significant social, political and economic development.

Progressively, the nursing courses that integrate the public sector, will be presented with a brief explanation of the same course in UNEMAT, however, it has not been possible to obtain further information due to the difficulty in communicating with the institution, even though, on several occasions, we have entered into contact, without success.

UNEMAT offers this course in two cities in the Interior of the state, which were implanted in 2001 in the cities of Cáceres and, in 2006, in Tangará da Serra, both full time courses (Brazil, s/d).

By proposing the deployment of these courses, UNEMAT sought to build a pedagogical project that guaranteed the formation and performance of the nurse, with the framework of the principles and guidelines of the SUS program (Brazil, s/d).

Regarding to the private sector, the first nursing graduation course was provided by the University of Cuiabá (UNIC), at the principal city, authorized in 1997, one year after the promulgation of the LDB, and recognized in the year of 2002 (Brazil, 2013).

In 2004, as shown in Table 1, the first nursing course emerged, with not an university profile, in the state of Mato Grosso. This course is

offered by the University Center of Várzea Grande (UNIVAG,) and, as a result, the University Center of UNIRONDON, becoming available in the year of 2006 (Brazil, 2013).

As shown in Table 1 are the authorizations for the operation of 11 other nursing not academic courses, taken in college, spread through the Interior of the state, in which two have the UNIC as sponsor,

and 2 further courses in colleges, in the capital city (Brazil, 2013).

Even though it is not the focus of this study, still in Table 1, it is worth mentioning that are registered in the e-MEC, six (6) poles of distance education, of Nursing College, with authorization to operate from 2008: 3 poles in Cuiabá, 1 in Rondonópolis, 1 in Tangará da Serra and 1 in Campo Verde (Brazil, 2013).

Table 1. Number of Nursing Graduation Courses in Mato Grosso - IES, City, Year of Operation

| IES | CITY | OPERATION |
|---|---------------------|------------------|
| UFMT | Cuiabá | 1975 |
| | Rondonópolis | 2003 |
| | Pontal do Araguaia | 2006 |
| | Sinop | 2006 |
| | Rondonópolis | 2006 |
| UNEMAT | Caceres | 2001 |
| | Tangará da Serra | 2006 |
| UNIC | Cuiabá | 1998 |
| IESMT (Instituto de Ensino Superior de MT) | Cuiabá | 2010 |
| UNIVAR (Faculdades Unidas do Vale do Araguaia) | Barra do Garça | 2008 |
| FASIPE | Sinop | 2008 |
| FAIS | Sorriso | 2009 |
| FQM (Faculdade Quatro Marcos) | S. J. Quatro Marcos | 2006 |
| FACIDER | Colider | 2007 |
| FAIESP | Rondonópolis | 2007 |
| UNED (Faculdade de Ciências Sociais e Aplicadas) | Diamantino | 2006 |
| FACISAS (Sponsor: Unic) | Sinop | 2009 |
| Faculdade de Ciências Biológicas e da Saúde (Sponsor: Unic) | Primavera do Leste | 2009 |
| AJES | Juína | 2011 |
| Faculdade AUM | Cuiabá | 2009 |
| UNIVAG (University Center) | Varzea Grande | 2004 |
| UNIRONDON (University Center) | Cuiabá | 2006 |
| DISTANCE LEARNING COLLEGE | | |
| UNIVERSIDADE ANHANGUERA | Barra do Garças | 2008 |
| | Campo Verde | 2008 |
| | Cuiabá | 2008 |
| | Cuiabá | 2008 |
| | Cuiabá | 2008 |
| | Rondonópolis | 2008 |
| | Tangará da Serra | 2008 |

Source: eMec. Spreadsheet built by the author

In order to analyze the number of nursing courses in the state of Mato Grosso, organizing by the academic and administrative category –at the capital city and countryside, we have the Table 2.

We observed in Table 2 that, since the deployment of the first nursing course in Mato Grosso, only 22 years after the second university course deployed, also, in the capital of the state, however, as private courses. It is only from 2001 on that the expansion to the Interior was verified, exclusively in universities until 2003. We realized that the state grew separately from nursing courses in Brazil, because in 2003 73.53% of these courses in the country were private, and the non-university sector contributed with 38.76% of them, while in Mato Grosso there was only one private course and one public course, and that with regarding to the category of education, the non-university courses contributes with 38.76% of the courses.

It was noted that in Table 2, by the end of 2002, there was no expansion of this course in public federal universities, a fact that we associate with the policies implemented in Brazil, during the State Reform. According to Coraggio (1996), the State, in this period, began to make little investment in public education following the guidelines of the Minimal State. As a result, there was a lack of expansion of higher education in the public sector, until the end of the government of Fernando Henrique Cardoso.

Despite of that fact, we realized, in Table 2 that, between 1996 and 2002, Mato Grosso did not follow the trend shown by the expansion of nursing courses in Brazil, since in this period there was only one private and university course. Regarding to the private and not university sector, at the end of the government of Fernando Henrique Cardoso, there were no not-academic nursing courses throughout

the state, while in Brazil were deployed 74 of this type of courses, with a growth rate of 255% in not

Table 2. Number of Nursing Graduation Courses in the State of Mato Grosso by academic organization and administrative category – capital city - 1996 - 2011

| Year | ACADEMIC ORGANIZATION | | | | | | ADMINISTRATIVE CATEGORY | | | |
|------|-----------------------|----------|-------------------|----------|-----------------------|----------|-------------------------|----------|---------|----------|
| | Universities | | University Center | | Colleges / Institutes | | Public | | Private | |
| | Capital | Interior | Capital | Interior | Capital | Interior | Capital | Interior | Capital | Interior |
| 1996 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| 1997 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| 1998 | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| 1999 | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| 2000 | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| 2001 | 2 | 1 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 |
| 2002 | 2 | 1 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 |
| 2003 | 2 | 2 | 0 | 0 | 0 | 0 | 1 | 3 | 0 | 0 |
| 2004 | 2 | 2 | 0 | 1 | 0 | 0 | 1 | 3 | 0 | 1 |
| 2005 | 2 | 2 | 0 | 1 | 0 | 0 | 1 | 3 | 0 | 1 |
| 2006 | 2 | 6 | 1 | 1 | 0 | 2 | 1 | 7 | 1 | 3 |
| 2007 | 2 | 6 | 1 | 1 | 0 | 4 | 1 | 7 | 1 | 5 |
| 2008 | 2 | 5 | 1 | 1 | 0 | 6 | 1 | 6 | 1 | 7 |
| 2009 | 2 | 5 | 1 | 1 | 1 | 9 | 1 | 6 | 2 | 10 |
| 2010 | 2 | 5 | 1 | 1 | 2 | 9 | 1 | 6 | 3 | 10 |
| 2011 | 2 | 5 | 1 | 1 | 2 | 10 | 1 | 6 | 3 | 11 |

Source: MEC/INEP. Spreadsheet built by the author.

We believe that, due to their territorial extension and need to monitor the development of health policies of the state, associated with the lack of skilled labor, was implemented the process of internalization of Higher Education in the state of Mato Grosso, considered by Gianezini (2009) "late", to be compared to other units of the federation.

In this way, the internalization of Nursing Course in Mato Grosso occurred from 2001, through UNEMAT, in the city of Cáceres, followed by the deployment of a special class at the UFMT, in 2003, on the Rondonopolis campus, remaining until 2005, in balance between university courses of capital city (50%) and the Interior (50%).

It was verified that, between 2003 and 2006, according to Table 2, a growth rate of 250% was attested in nursing courses in the Interior of Mato Grosso, in public university institutions, while in the capital city their number showed no growth rate from 1998 until the end of 2011.

We assume that the expansion to the Interior is linked to the policy of expansion proposal from the Higher Federal University Education program, through the Expansion Program Phase I, released in 2003, and also due to the necessity for training of nurses who could attend the requirements of health policies and regulations, making the presence of nurses mandatory in the composition of the minimum staff of Family Health Strategy. For this reason, it was created, in 2000, a financial encouragement aiming to supply the lack of professionals in the state. In 1997, there were 97 Family Health teams in Mato Grosso, growing to 299 in 2001, after the implementation of the financial encouragement and even with this effort has achieved a cover of only 32.6% of the population. That said, it was necessary to seek other alternatives to increase such coverage, which we

believe is a further incentive for growth and internalization of nursing courses.

We may also consider that the territorial extension of Mato Grosso would be another explanation for the expansion of nursing course in public university institutions within the state, because this made it difficult for moving to the capital city, for the accomplishment of graduation, also for new professionals to come working in family health teams that were being deployed.

It is worth mentioning that the nursing graduation course was the only in UFMT in the area of Health and Social Welfare that has expanded from the course already existing in the capital city, making itself present in all campuses of the institution. We associate such fact to the need to incorporate new professionals in the labor market to attend the micro regions and its political requirements in the scope of health.

Regarding to the expansion of nursing course in the private and non-university sector, we can see in Table 2 that this scenario appeared first in the university centers. In 2004, 1 (one) nursing course at the UNIVAG university center was deployed, increasing to 2 (two) courses in 2006 (UNIRONDON and UNIVAG,). Dourado, Catani and Oliveira (2004) noticed in their study that sought to break the triad teaching-research-extension from the classification for the academic organizations, imposed after the implementation of the LDB/96, with a professional training that could attend the labor market.

The nursing courses in university private center were concentrated one in the capital city and another in the city of Várzea Grande, due to the proximity of the capital city, which could explain the lack of expansion for this type of academic organization for the Interior of the state.

Featured in Table 2, in addition to the expansion of the public sector universities, only in 2006 began the expansion of nursing course within the private sector, in colleges within the state and, in 2009, also in the capital city. It can be also checked that the creation of the nursing courses at colleges in the state of Mato Grosso occurred from the Lula government, in 2006, with a growth rate of 350%, between 2006 and 2010, and 400%, if we consider until 2011. According to Dourado, Catani and Oliveira (2004), it is possible to make a relation of these numbers with policies to encourage expansion of the private sector that occurred in line with the proposals put forward by the World Bank within the framework of the reform of the State.

In 2004, as shown in Table 2, 80% of the courses concentrated in universities, being that from

2008, the not academic courses

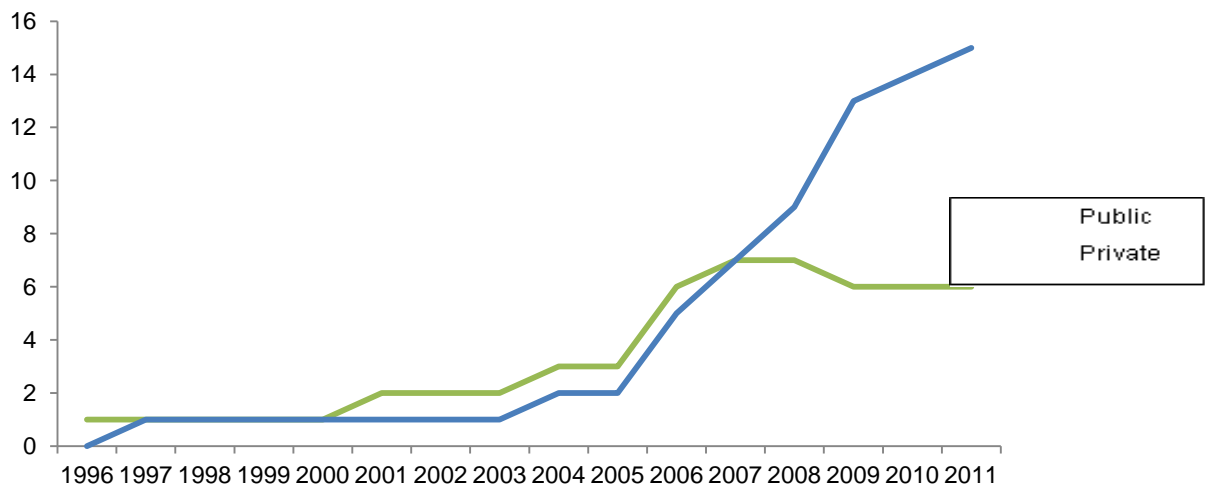


Chart1 – Evolution of the number of Classroom Nursing Graduation Courses, by administrative category, in the state of Mato Grosso. Source: MEC/INEP.

It is observed that there was a reversal of growth between the public and private sectors, in which the number of classroom graduation courses from the private sector exceeded the public institutions in 2008.

In addition, in Chart 1, it is clear that there was a drop in the number of public courses, in mid-2007, due to the completion of the graduation course, special class, which began in 2003 in the city of Rondonópolis, offered by the UFMT. From the deployment of university courses in the public sector, in 2006 this number remained stable until the end of 2011. Meanwhile, the non-university private sector showed a growth rate from 2004 and continued to expand until 2011.

To elucidate the expansion of the university and non-university sector, we have the Chart 2, in which we observed the growth of nursing graduation courses for academic organization - university and non-university institutions - in the state of Mato Grosso.

Until 2009, the university courses exceed the non-university, but in 2010 they matched in number, featuring 7 (seven) university courses for 7 (seven) non-university courses, and in 2011, the

es were majoritarian, stabilizing the number of courses in universities and giving rise to the faculties, which concentrated their courses, exclusively in the Interior of the state. It was only in 2009 that the first nursing faculty in the capital arised.

The nursing university courses in the state of Mato Grosso in 2011, according to Table 2, were concentrated in 71% in the countryside, being 14% private (1 course) and 86% public (5 courses).

To better illustrate the evolution of nursing graduation courses, in the administrative category (public and private), we have the Chart no 1.

non-university courses outperformed the university courses.

Regarding to the provision of positions for nursing courses in Mato Grosso, we can observe, in Table 3, the number of positions, subscriptions and admissions between 1996 and 2011, in the State.

It is observed in Table 3 that the positions, in 1996, were exclusively public, 100% occupied, showing a ratio of 6.58 candidates per position.

At the end of the government of Fernando Henrique Cardoso, in 2002, six years after the LDB/96, it is observed that the public sector began to correspond with only 45% of the total vacancies offered in nursing courses, with a ratio 16.9 candidates/position, while the private sector began to correspond with 55% of the positions offered, but with a ratio of 2.2 candidates/position, demonstrating that Mato Grosso, up to this period, presented the same reflections of the educational policies.

Figueiredo (2006) pointed out in their study that, in this period, in addition to the cutting of spending, the country has suffered with a lack of encouragement for the opening of new courses, scraping the universities, not opening public contests and lack of educational policy. It is affirmed

that there was an increase in positions between 1996 and 2002, but this can be explained due to a special class that started in 2001, a fact that, once again, shows the reflection of the political system, which followed the orders dictated by the World Bank, about the increase in positions without an increase in public spendings.

Still in Table 3 it was possible to observe that there has been an increase of 166% of the

positions in the public sector, corresponding to 150 new positions, in the first mandate of the Lula Government (2003-2006), which may be related to the expansion of public universities, released in this period. The expansion of positions in federal universities has been incorporated in the Lula government, including the opening of new courses.

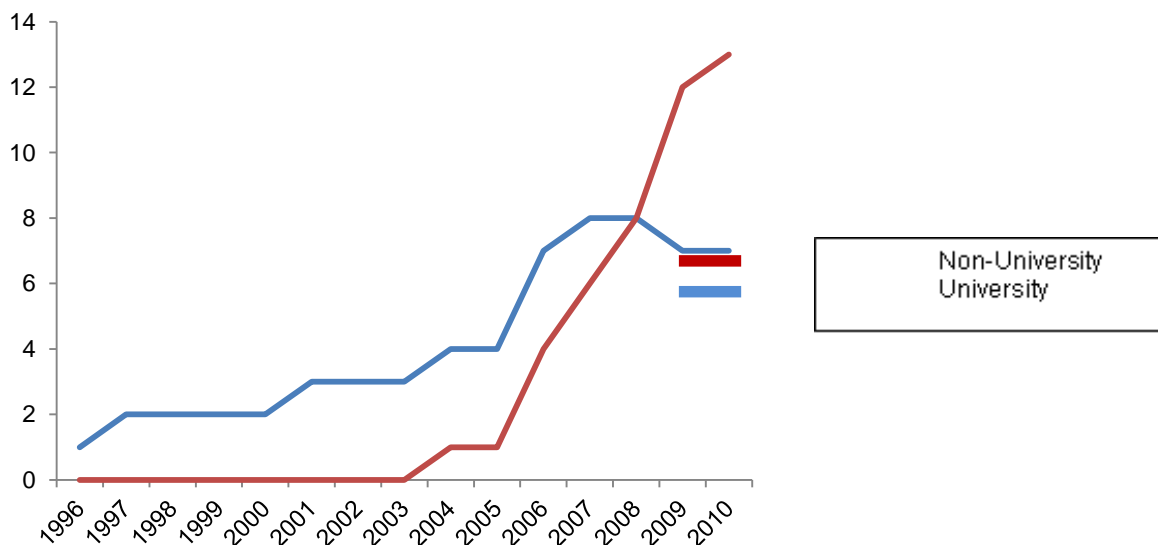


Chart 2 - Growth of nursing graduation courses - university and non-university - in the state of Mato Grosso
Source: MEC/INEP.

Table 3. Number of positions, subscriptions and admissions, at the nursing graduation course in the state of Mato Grosso - 1996, 2002, 2006, 2010, 2011

| Year | Public | | | Private | | |
|------|-----------|---------------|------------|-----------|---------------|------------|
| | Positions | Subscriptions | Admissions | Positions | Subscriptions | Admissions |
| 1996 | 50 | 329 | 50 | 0 | 0 | 0 |
| 2002 | 90 | 1525 | 90 | 110 | 46 | 103 |
| 2006 | 240 | 3538 | 241 | 560 | 1197 | 595 |
| 2010 | 425 | 4818 | 459 | 1795 | 2343 | 1238 |
| 2011 | 430 | 5268 | 348 | 1942 | 3137 | 1392 |

Source: MEC/INEP. Spreadsheet built by the author

It is worth mentioning that the positions in private institutions also continued to grow, with a growth rate of 409%, between 2002 and 2006, corresponding to 450 new positions. In this way, there was a decrease in the ratio candidates/position of public institutions (ratio of 14.7 candidate/position).

In 2010, President Lula ended his mandate with 2,220 positions in nursing graduation courses in the state of Mato Grosso, corresponding to 20% in the public sector, with 100% of the positions occupied; while the private sector accounted for 80% of vacancies, however, with only 68% occupied. This fact demonstrated that the massification which occurred in higher education facilities in Brazil also took place in the state of Mato Grosso, under the influence of the World Bank,

which advocated the idea of the growth of the private sector to the detriment of the public sector.

It is observed that in 2011, 19% of unfilled positions in the public sector emerged, and 29% in private sector. The number of admissions increased, as well as the dropout, pointing out the limitations of the educational system in place, which, apparently, extended the number of positions, but did not guarantee the permanence of admissions. This fact is corroborated in the state of Piauí, because Rocha (2010), pointed out that the growth of positions offered in this state do not accompany the number of admissions, resulting in an increase of unfilled positions. That said, the 8 (eight) years of Lula government represented a growth of 372% in the positions in public institutions, corresponding to 335

new positions, while in private institutions the growth was 1,531%, with 1,235 new positions, numbers rather superior when compared to the health and welfare area, which showed a growth of 66.5% in the positions in public institutions, and 221% in private institutions.

In Table 4, the number of students registered in the nursing course in the state of Mato Grosso, considering the academic and administrative organization category.

Table 4. Number of registrations in classroom nursing graduation courses in the academic and administrative organization category in the state of Mato Grosso, 1996 to 2011.

| Year | University | Non University | Public Institutions | Private Institutions |
|------|------------|----------------|---------------------|----------------------|
| 1996 | 187 | 0 | 187 | 0 |
| 1997 | 272 | 0 | 195 | 77 |
| 1998 | 262 | 0 | 204 | 58 |
| 1999 | 313 | 0 | 211 | 102 |
| 2000 | 436 | 0 | 131 | 305 |
| 2001 | 971 | 0 | 523 | 448 |
| 2002 | 1086 | 0 | 539 | 547 |
| 2003 | 1340 | 0 | 630 | 710 |
| 2004 | 1821 | 322 | 752 | 1391 |
| 2005 | 2187 | 500 | 818 | 1869 |
| 2006 | 1956 | 1068 | 958 | 2066 |
| 2007 | 3429 | 2094 | 1605 | 3918 |
| 2008 | 4212 | 3375 | 2552 | 5035 |
| 2009 | 2508 | 2252 | 1451 | 3309 |
| 2010 | 2370 | 3108 | 1659 | 3819 |
| 2011 | 2213 | 3461 | 1663 | 4011 |

Source: MEC/INEP. Spreadsheet built by the author.

It is shown in Table 4, the predominance of registrations in universities until 2009, and since then there has been a decrease, which is believed is due to the difficulty in staying on a fulltime course, since the implemented courses in 2006, in public universities, were all fulltime courses.

The fact that the registrations were focused on private sector justifies the findings in the analysis made on the offered positions, number of admissions and registrations, that said, it indicates that candidates for nursing courses in Mato Grosso have access to public education in smaller proportions than the private institutions, although there is an expansion in the two sectors.

Final considerations

As proposed in this study, official data were used published by the MEC/INEP and related to nursing courses, to evaluate the expansion of these courses in the state of Mato Grosso.

Regarding the expansion of nursing graduation courses in the state of Mato Grosso, in the period from 1996 to 2010, we found that this occurred belatedly, according to the development of higher education in this state. However, it followed the same trend in the country.

It was noted that, in 1996, the state of Mato Grosso presented a single nursing graduation

course, offered by the UFMT. In 2002, 3 (three) courses were offered, all with a university profile, being 2 (two) public courses and 1 (one) private. We emphasize that between 2002 and 2010, there has been a significant increase of nursing graduation courses in the state with a rate of growth, in the same period, of 443%.

The nursing graduation course profile was associated to health policies and regulations. The visible expansion of these graduation courses came to attend the various segments that compose the system of Brazilian public health, besides contributing to the training of professionals who came attend the demand of the health private sector.

Studies have shown that the higher education policy implemented in the FHC and Lula governments have focused on the private character, however, with different characteristics, in which, Fernando Henrique Cardoso assumed a conservative neo-liberal policy, marked by competitiveness and lack of control of IES and Lula has adopted a popular neoliberal policy, because he kept the traces of the guidelines of the previous government, although combined with the presence of the State, as in the PROUNI case.

The policies implemented in these two governments have justified the expansion of higher

education; however, have created a paradox regarding to access, because despite of projecting the country for scientific and technological development, with the diversification and institutional differentiation, it did not attend the society aspirations.

At the end of this study, it is expected a real contribution to knowledge generation in this area, although it is difficult to understand the object in its total consumption. It is known that every study has its limitations and even with the limitations of this study in particular, it is assumed that its essence has relevant elements to subsidize discussions on the expansion of nursing courses, as well as to continue further studies on the quality of training these professionals that are inserted in the market, and if they are given the assumptions of the SUS program.

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