

The importance of strengthening to social communication postgraduate at the state of Amapá

A importância da implantação da pós-graduação stricto-sensu em comunicação social no estado do Amapá
La importancia del fortalecimiento para el posgrado en comunicación social en el estado de Amapá

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ABSTRACT:

This academic essay aims to raise points for the strategic importance of postgraduate courses in Social Communication in the state of Amapá (Brazil). The perceptions come from participant observation processes as a former teaching member of the Graduate Program in Environmental Sciences, belonging to the Graduate Program in Intellectual Property and Technology Transfer for Innovation, both operating at the Federal University of Amapá (Unifap). The reflection also starts from the experience in other graduate programs, these established in the Southeast region of the country, more riches, and better infrastructure. Therefore, although the essay is based on data and documents, the work is a personal reflection.

KEYWORDS: Post graduation;
Communication; Amapá; Relevance.

Introduction

The challenge to improve the production and social impact of scientific research, carried out in Brazil, is not limited to solving one, two, or three factors. But, yes, to understand a series of elements, which interspersed, create a complex development environment. Brazil is a country of continental dimension and of countless inequalities, covering social and infrastructure areas. In comparison to countries with more tradition in the area of scientific research, Brazil is urgently looking for alternatives to reduce the numerous distances, as geographic, access to knowledge, promotion, and, mainly, understanding that research must be intrinsically connected with to the needs of Brazilian society. That is, the country must solve these problems, which affect millions of Brazilians. The strong connection between the science produced and the social reality must be pursued constantly. The society is that, with the collection of its taxes, finances the public research apparatus assembled in the last decades. The weight of this commitment is greater when we consider that we are in a country with serious issues in the fields of social

and economic inequality. Unfortunately, Brazil does not have a State Policy aimed at Science. It would be convergent, in this proposal, that institutions such as Universities and Federal Institutes, State Universities, development agencies (State Foundations), Coordination for the Improvement of Higher Education Personnel (CAPES), the National Council for Scientific and Technological Development (CNPq) and the Financier of Studies and Projects (FINEP), among others, would need to have in common the formulation of actions to reduce regional distances in its various dimensions. In addition, the fact that there is no State Policy for Science, it is necessary that public bodies must be the compass for this direction, because the Brazilian private companies resist financing basic/pure/fundamental and/or experimental scientific research, except for some exceptions. They prefer investing money in the applied research funding, for pursuing profit and production of patents. Looking at data from scientific production, in Brazil, it appears that Brazilian science is still far from being the main vector for solving Brazil's serious structural problems. There is a perception of distance from social demands and of not taking into account the issue of territoriality. In other words, part of the research is based on agendas that reflect a distance, due to several factors, some of which are very important: concentration of infrastructure and resources in certain regions of the country; the hegemony of scientific institutions, groups, and actors. In this scenario, the institutions located in regions, with little infrastructure and difficulties to access public funding for research, find barriers to consolidate themselves as regional hubs. For example, this question difficulties to guide public policy proposals. Despite the reasonable improvement, due to the increase in the qualification of professors/researchers (social capital), university institutions, in the North of Brazil, face many difficulties to have the same structural conditions and access to funding. This condition is taken by other institutions, in the country, located in the South and Southeast, which have a consolidated position in the Brazilian scientific scenario. The North Region currently has 10 federal universities with 61 campuses. In the last 10 years, there has been a growth of 37 campuses. According to the Rio Branco Charter, in 2016, "2% of IFES professors are doctors or post-doctors, 37.5 % masters - which corresponds to 3,236 professors, 7.5 % are specialists and the other graduates"(KINPARA et al., 2016).

Distances in its various dimensions

The shortness of systematic studies by researchers (there is no official data from government education and research agencies) sabotages the objective of having a holistic view of the current state of *Stricto Sensu* postgraduate studies, in the north of the country. Many articles are produced to exemplify the distances faced in federal public institutions of higher education based on the northern region of Brazil, dealing with the diagnosis of a postgraduate course or specific area of specialization. Therefore, these studies structure an important point of view, but in a particular way, since the methodological scopes of the research cannot be derived to understand the functioning of the entire ecosystem of Brazilian graduate courses. This trend can be observed by analyzing the list of works, inserting the keywords "Postgraduate + North" in the Publish or Perish system, which has a search system to search the Google Scholar database. The system reveals a series of articles with the same research scope (Disponível em <<https://harzing.com/resources/publish-or-perish>> Acessado em 06.02.2020). Among the exceptions, there is a study "The evolution of graduate education in the strict sense in Brazil: exploratory analysis and research proposals" stands out (CIRANI et al., 2015). In it, the researchers analyzed the evolution of the *stricto sensu* graduate program in Brazil (doctorate, master's, and professional master's). For this, the GeoCAPES database (Disponível em <<https://geocapes.capes.gov.br/geocapes/>> Acessado em 06.02.2020), from the Coordination for the Improvement of Higher Education Personnel (CAPES), was used. The research analyzed from 1998 to 2011. In the conclusions, the scientists claim to have found two striking characteristics, highlighting them as: the inequality in the regional distribution of the programs, with a strong concentration in the richest regions of the country still strong, but slightly reduced in the period, and the large growth of courses created by the private sector.

The Brazilian experience of knowledge generation in postgraduate courses, in the last ten years, it is one of the relatively successful achievements in the set of existing education systems, as it comes to courses and professionals in practically all knowledge sectors and regions from the country. However, there are few analyzes and studies on how, where and when graduate education begins to increase over time, both nationally and regionally, in the administrative category (public or private) of the Higher Education Institute (HEI) (CIRANI et al., 2015)

The role of produced science in the North

The expansion of the production of scientific stuff published, by Brazilian researchers, is significant. The impact on citations, although they are also increasing, it is still less than the world average. In other words, in relation to countries with more

tradition in scientific research than Brazil. The Research in Brazil Cross2017 Report, produced by Clarivate Analytics, for the Coordination for the Improvement of Higher Education Personnel (CAPES), presents elements that reveal the improved performance of Brazilian research between the years 2011 and 2016. Using the method from bibliometry to analyze papers published by Brazilian researchers, the company's data analysts demonstrate that Brazilian research is the 13th largest producer of research publications compared to world production. However, despite a small increase, the impact of Brazil's quote is historically below the world average. In our understanding, one of the alternatives to increase the impact and relevance of scientific research produced in Brazil is to strengthen the research structure carried out by the states in northern Brazil. Themes such as the Environment (Amazon), Borders (Bolivia, Peru, Colombia, Venezuela, Guyana, Suriname, and French Guiana), Sustainability and Renewable Energy (hydro and wind), among others. These scientific fields are strategic for Brazil and the World. The strengthening of these research areas, with the federal (CNPq, Capes, Finep) and state (Research Support Foundations) governments promoting educational institutions and scientific research in the northern region, they would make Brazilian science stand out worldwide. For the researcher Arlindo Jr (JR, 2015), science and technology must be focused on sustainable integral development and not only concern itself with the economy, considering the role of the territory, its potential, as territoriality (social and natural capital). The production of knowledge about the areas listed above, by researchers who experience these topics in the regional reality, is of crucial importance for the development, for example, of urgent Public Policies in this region of the country. In other words, a good part of the funding should go to researchers who live in the regions where the research takes place.

As Public Policies are sets of programs, actions, and activities carried out by the State, directly or indirectly, with the participation of public or private, aiming to guarantee citizenship rights, in a diffuse way, or to determine social, cultural, ethnic, or economic. Public Policies are applicable to constitutionally guaranteed rights or that claim to be grateful for the recognition by society or public authorities, while the new rights of people, communities, things or other material or immaterial goods (BOURGUIGNON; BARBOSA, 2017).

When was mapped the theses and dissertations of the Brazilian Graduate Programs, in the period between 2000 and 201, with the theme "Public Policies" that have a direct connection with what we are highlighting, it was observed that these academic productions occurred exclusively in universities, with 74.1 % in the public and 25.9 % in

the private. The regional distribution, on the other hand, has shown the predominance of the south and southeast regions of the country, with emphasis on the states of Rio Grande do Sul, with several universities represented, although UFRGS is prominent, and Rio de Janeiro, where UERJ (LIMA; SOUZA; LUCE, 2018). In summary, we note the concentration of research on an important topic for the development of Brazil, in institutions outside the Northern region of Brazil.

The Rio Branco Letter

Several actions by directors of public higher education institutions, based in northern Brazil, have been carried out over the past few years. They aim to equalize the distance in terms of infrastructure, funding research, and social capital, comparing Postgraduate programs in Northern Brazil and other economically richer regions. The concentration of graduate programs and actions in these regions was also discussed. One of these meetings, which is documented and with accessible text (KINPARA et al., 2016), took place on August 25 (2016), when was held the VI Forum of Rectors of the North Region at the campus of the Federal University of Acre (Ufac). It was attended by then rectors Minoru Kinpara (UFAC), Raimunda N. Monteiro (UFOPA), Márcia P. Mendes Silva (UFAM), Horácio Schneider (UFPA), Sueo Numazawa (UFRA), Isabel Auler (UFT), Jefferson Fernandes (UFRR), Eliane Superti (UNIFAP), Carlos Renato L. French (UNIFESSPA) Ari Miguel Teixeira Ott (UNIR), in addition to the presence of Mrs. Dulce Tristão, representing the Secretary of Higher Education and professor Adalberto Grassi, Director of Programs and Scholarships in the country of Capes. At this event, the leaders debated topics that involved the consolidation of the region's institutions. The discussion generated one of the few public documents available about the situation of the IFES in Northern Brazil and their demands for the postgraduate policies of government agencies. The main document, prepared at the Forum, was the "The Rio Branco Letter "(KINPARA et al., 2016), carrying on the proposals discussed at the meeting and which would be taken to the Ministry of Education, aiming at the consolidation of graduate programs as a factor of development of the North region. The document also mentions the training and maintenance of doctors within the Amazon region, as well as the promotion of research through calls for specific proposals. According to the proponents, these actions would also serve to improve the graduation indicators offered by the IFES, in the Northern region. In the letter, the rectors point out that, since 2013, IFES has experienced great challenges in areas of the social, economic, and national political conditions. Because they are in a region that has historically faced problems of social and economic inequality, it

has implemented affirmative policies and created new campuses and courses. It was also faced with the high costs derived from the multicampi model, due to long distances and difficulties in traveling, limitation and/or lack of access to a quality internet connection, the high cost of participating in events, and carrying out national and international partnerships. These are some of the factors that demand the implementation of specific policies and actions for the northern region. The letter informs that (KINPARA et al., 2016)

it is imperative that, if the institutions in the North region, can be analyzed based on data related to the percentage of doctors and graduate programs, in relation to other regions of the country. It is practically what they are served differently through programs and actions with strong regional ingredients, including, maintaining research and postgraduate studies in the region and reducing the abyssal asymmetry historically used in Brazil (KINPARA et al., 2016, p.12)

In the document, another point highlighted, of extreme importance for the understanding of the regulatory and fostering bodies of postgraduate studies in Brazil, is that related to the approval criteria for the Evaluation of Proposals for New Courses (APCN). This program is coordinated by CAPES and has its criteria clearly defined by the Capes APCN Manual and Capes Ordinance nº 32 (SUPERIOR, 2019). In the Rio Branco Letter was requested to review the criteria explained in the CAPES notices for submitting new APCNs by the Advisory Committees of the different areas of knowledge.

It is a set of criteria unattainable by newly created institutions and/or in consolidation and which, in a practical sense, becomes a strong element of evasion of doctors, who end up migrating from the peripheral regions (in terms of scientific production) towards the already consolidated centers of excellence - a fact that further widens the gap and the asymmetries between the North and the scientifically consolidated regions. Criteria such as professors with experience in completed master's and doctorate guidelines or percentages of productivity fellows in submissions of proposals to new APCNs do not contribute to the expansion of postgraduate studies in the country and become criteria for curbing institution in the North region. (KINPARA et al., 2016, p.3)

For the consistent strengthening of postgraduate programs, the authors point out the urgent need to prioritize the training of human resources in the region. It also highlights the absolute need to expand the number of technical assistants, because "it is necessary to have the correspondence in the expansion of building and laboratory infrastructure, so that the teaching, research, and extension actions can be accomplished. However, many buildings are stalled, which prevents the implementation of courses that

have started since 2014 and makes it impossible to offer such courses in the years to come"(KINPARA et al., 2016).

Despite all the difficulties faced, the postgraduate programs in the northern region were 93 in 2006 and increased to 185 in 2014 (JR, 2015). Despite all the difficulties faced, the postgraduate programs in the northern region were 93 in 2006 and increased to 185 in 2014 (JR, 2015). This sharp accreditation curve, with a 99 % growth, it was necessary due to the region's discrepancy with other regions in Brazil. In addition, comparatively, when analyzing the growth of the Southeast region, where most of the graduate programs are concentrated, they went from 1181, in 2006, to 1689, in 2014, representing an increase of 43 %. The national average of growth between 2006 and 2014, covering the five regions of the country, was 62 %.

Universidade Federal do Amapá: consolidando a pós-graduação

The Federal University of Amapá was established 30 years ago. According to the University's website, the Federal University of Amapá Foundation (UNIFAP) started its activities in 1970, as an Advanced Teaching Core, connected to the Federal University of Pará (UFPA). Over these 30 years, UFPA has been a partner of Unifap in the consolidation of graduate programs and research. In a management report produced in 2018, referring to the period from 2014 to 2018, the Executive vice-rectorates Graduate Studies and Research at the Federal University of Amapá finds that the scientific production of the institution's professors was timid. It also mentions that there was no incentive policy to increase the number of surveys(UNIFAP, 2018). Another issue reported in the document is the need to "readjust professors who are present in more than one PPG | (Graduate Program) to guarantee a minimum number of exclusive professors in the programs according to the recommendations of the areas"(UNIFAP, 2018).

Figure 1

APCN SUBMETIDOS EM 2017-2018		
PPG EM LETRAS	M	UNIFAP
PPG EM DIREITO	M	UNIFAP
PPG EM GEOGRAFIA	M	UNIFAP
PPG EM HISTORIA	M	UNIFAP
PPG EM COMUNICAÇÃO	MPROF	UNIFAP
PPG EM TECNOLOGIAS NA EDUCAÇÃO	MPROF – EM REDE	NACIONAL
PPG EM EDUCAÇÃO	DR- ASSOCIAÇÃO	REGIONAL
PPG EM ENGENHARIA DE ENERGIA, COMPUTAÇÃO E TELECOMUNICAÇÕES – ENG-AMAZ	DR- ASSOCIAÇÃO	REGIONAL
PPG EM CIÊNCIAS AMBIENTAIS	DR- ASSOCIAÇÃO	REGIONAL
PPG EM SAÚDE COLETIVA	DR- ASSOCIAÇÃO	REGIONAL

Source: Executive vice-rectorates Graduate Studies and Research (Unifap) (2019)

In the State of Amapá, another important public university is the State University of Amapá (UEAP), which does not yet have postgraduate courses. The University's portal informs there are three specialization courses: Methodology for Teaching Foreign Languages and Literatures; Specialization in Public Management; Specialization in School Management (Disponível em <<http://www.unifap.br>> Acessado em 06.02.2020).

Professional Master in Social Communication proposal

In 2018, the Federal University of Amapá sent for analysis the proposal, by the area of Communication and Information, of the postgraduate Program "Professional Master in Social Communication". At the beginning of the document, in the item "Institutional and Regional Context of the Proposal", the proponent Ph.D. Cláudia Maria Arantes de Assis Saar, from the Journalism course at Unifap - the only undergraduate course in the University's Social Communication area, describes the socio-economic reality of the North Region and its indicators of inequalities. In this context, the proposal mentions the Institute of Human and the Environment of the Amazon, which informs that the average social progress of the region is 15 % lower than the other regions of Brazil, being this data from 2016.

The professor advances in the argumentation demonstrating that the report still signals that the Social Progress Index (IPS), in the legal Amazon Rainforest, is 57.31 %, while the national average reaches 67.37%. Discussing the data, the research "points out as the biggest problems in the region: deficiency in the distribution of drinking water, basic sanitation, low education level, lack of access to higher education, and basic human and individual rights, including violence against indigenous people and those from the struggle for land tenure". In addition to the issues related to the fragile infrastructure and violation of human rights, the proposal also mentions that the Amazon Region accounts for about 10 % of the national economy, but receives less than 5 % of investments in Science and Technology field, "emphasizing that this region has the greatest natural wealth on the planet, with the record of the greatest biodiversity, the largest hydrographic basin, the largest mineral province, but it hosts the smallest number of doctors in the country and of Postgraduate Programs, as well as the smallest number of students and scholarships ". From this introduction, the proponent points to the importance of submission according to the context experienced in the region:

In this context, it is possible to demonstrate the importance of this proposal for Postgraduate Studies, Social Communication Professional Master's level, with the intention of breaking this contradictory cycle, which is repeatedly portrayed, in which the investment indicators, the number of master's and doctorate courses and the staff of qualified human resources are incompatible with the territorial dimension, with

the population and participation in the Brazilian economy (ARANTES, 2018)

Base: Journalism Course

Unifap's proposal for a Professional Master's Degree in Social Communication was based on the Journalism course. It has been implemented since 2010, which it was the year that public tenders were accomplished and professors were hired, as said Arantes, "is a historic landmark in the region since there was a pent-up demand, which failed to carry out training in journalism at the private institution or outside the state. Thus, in 2010, 6 professors took office, including 1 Ph. D, 1 doctoral student, and 4 masters"(ARANTES, 2018). The first journalism class started in 2011, in a total of 50 students. In 2013, 6 new professors took office, making up the faculty of the course with 4 Ph. Ds, 3 doctoral students, 4 masters, and 1 specialist. Two years later, in 2015, 2 more new professors have joined the course. The UNIFAP journalism curriculum was consolidated based on the National Guidelines (Resolution CNE / CES 1/2013), published on October 1, 2013, with note 3. Regarding the job market for journalists in Amapá, the proposal cites the Pesquisa Brasil Conectado (2013), where Amapá has a total of 38 media enterprises, "12 had commercial purposes, 07 were exclusively educational and 18 were intended for community broadcasting. Concerning the TVs, 5 had commercial and 2 educational purposes. The consignments of digital TV signal retransmission channels totaled 17 "(ARANTES, 2018). Mentioning the registration of the Ministry of Labor and Employment, at the time, there were 323 registered journalists, emphasizing that it was not possible to say whether all the professionals working are duly registered. There is also a strong presence of press offices in federal, state and municipal public entities, as well as civil society organizations and social movements. Already outlining the importance of the Master's proposal, in the professional modality, the proponent informs that the local media market and the performance spaces for journalists are in the process of professionalization. Because "the management of media companies, the possibility of new business and the opening of fields for the work of journalism professionals able to meet the demand for local information involving the conception, creation, and implementation of projects in journalism are fields to be explored and, therefore, demand an entrepreneurial profile capable of creating demand for information and supply. with projects " (ARANTES, 2018). The project reinforces the perception that the professional market scenario in Amapá is fragile, in an embryonic stage. Therefore, incipient. In this sense, promoting the intellectual and professional growth of the communication ecosystem in the State is the central scope of the proposal.

Considering that communication professionals have been trained for 17 years in the state of Amapá, it is necessary to think about raising the intellectual and technical level of these professionals. In this sense, the proposal for a professional master's degree in Social Communication aims to bring to society a better qualification of the communication professional. Thus, the professional master's course in Social Communication aims to enable students of the program to produce scientific and technical knowledge aimed at the performance of a high level of professional qualification in the area of Communication, as well as to develop in-depth research on contemporary themes that encompass the area of communication and that permeate the lines of research of the proposed master. It also aims to train masters trained to understand the importance of communication in social, cultural, marketing, and technological spheres. In this sense, a Professional Master's course in Social Communication would only add technical and scientific knowledge, continuing the successful work carried out during graduation and enhancing the services provided by communication professionals. (ARANTES, 2018)

Thus, to send the proposal to Capes was aimed at helping, through the Professional Master's Degree, to "break this contradictory cycle". That is, the low investment in research, low creation of master's and doctoral courses and difficulty in training or attracting human resources in research and qualified, "the territorial dimension, with the population and with participation in the Brazilian economy" (ARANTES, 2018) The project recognizes the weakness, in terms of experience, of the faculty of the proposed program. The difficulty of attracting experienced human resources by federal universities in northern Brazil is notorious. She mentions that the vast majority of professors in the program are young doctors. But he points out that they already have intellectual production in line with the proposal to open a professional master's degree, therefore, according to the criteria of the area. To reinforce this scenario, the proposal covered interdisciplinary professors. For this purpose, in addition to the professors of the journalism course, the proposal also included professors from the administration and engineering courses, "who taught specific subjects in their areas and which maintain a correlation with the field of communication, as can be seen in the menus of the disciplines" (ARANTES, 2018). With regard to the objectives of the proposal, the main ones are in the field of the world of work, as she aims to "enable program students to produce scientific and technical knowledge aimed at the performance of a high level of professional qualification in the area of Communication" and "enable communication professionals to develop more dynamic jobs, improving their professional profile" (ARANTES, 2018). But there are also concerns about the advancement of the research field in communication in the Amapa State. Therefore, proposing to "develop in-depth research on contemporary

themes that encompass the area of communication and that permeate the lines of research of the proposed master", in addition to "training masters qualified to understand the importance of communication in social, regional, cultural, market and technological "(ARANTES, 2018) Even with countless debates and actions on the weaknesses faced by universities and research centers based in the northern region, consideration the promotion to research and infrastructure found in other regions of the country, without evaluating the merits, the proposal submitted was not approved by the reviewers of the Capes Evaluation area "Communication and Information". The commission listed as the two negative points of the proposal the issue of infrastructure and scientific maturity of professors (ARANTES, 2018). Thus, to send the proposal to Capes was aimed at helping, through the Professional Master's Degree, to "break this contradictory cycle". That is, the low investment in research, low creation of master's and doctoral courses and difficulty in training or attracting human resources in research and qualified, "the territorial dimension, with the population and with participation in the Brazilian economy" (ARANTES, 2018) The project recognizes the weakness, in terms of experience, of the faculty of the proposed program. The difficulty of attracting experienced human resources by federal universities in northern Brazil is notorious. She mentions that the vast majority of professors in the program are young doctors. However, he points out that they already have intellectual production in line with the proposal to open a professional master's degree, therefore, according to the criteria of the area. To reinforce this scenario, the proposal covered interdisciplinary professors. For this purpose, in addition to the professors of the journalism course, the proposal also included professors from the administration and engineering courses, "who taught specific subjects in their areas and which maintain a correlation with the field of communication, as can be seen in the menus of the disciplines "(ARANTES, 2018). With regard to the objectives of the proposal, the main ones are in the field of the world of work, as she aims to "enable program students to produce scientific and technical knowledge aimed at the performance of a high level of professional qualification in the area of Communication" and "enable communication professionals to develop more dynamic jobs, improving their professional profile" (ARANTES, 2018). But there are also concerns about the advancement of the research field in communication in the State of Amapá. Therefore, proposing to "develop in-depth research on contemporary themes that encompass the area of communication and that permeate the lines of research of the proposed master", in addition to "training masters qualified to understand the importance of communication in social, regional, cultural, market and technological "(ARANTES, 2018). Even with countless debates and actions on

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Final considerations

Brazil is a country of continental dimension, with a complex development environment and a history of having numerous inequalities, whether in the areas of infrastructure and/or social. This scenario is not favorable at all for the country to move forward in several areas, mainly in the field of Science, which requires planning, resources for infrastructure, and the formation of social capital (scientists). And training scientists with the capacity to compete, on equal terms with researchers from countries, that have a tradition of scientific research, it is an arduous task and takes decades to consolidate. Besides, there is a need to provide structure for these researchers to carry out large strategic projects, to be produced in all regions of the country. And it is at this point that Brazil is still at a loss. Brazil does not have a State Policy for Brazilian Science. This lack has reflected in the inequalities faced by educational and research institutions in the north of

the country, as institutions haven't the same structural conditions and access to development as having the south and southeast regions, as an example. The northern region of Brazil has an important role in the development of research in the fields of Environment (Amazon), Borders (Bolivia, Peru, Colombia, Venezuela, Guyana, Suriname, and French Guiana), Sustainability and Renewable Energy (hydro and wind), among others. These areas are strategic for Brazil and the world.

These themes are of global interest and can put Brazil at the forefront of scientific leadership in these fields. In another perspective, several fields of human knowledge need for their scientific development in the northern region, researchers based in this Brazilian geographic space. However, this reality is far from being modified. During the last few years, meetings of directors of public Higher Education Institutions were held, headquartered in the North of Brazil, to discuss the distance in terms of infrastructure, fostering research and social capital, relating to Postgraduate programs other economically richer regions. Even with difficulties, this center of scientific production faces problems of social and economic inequality. However, even so, it has been implemented affirmative policies and has been created new campuses and courses. One of the areas that need support for the implementation of Postgraduate programs is Social Communication. The difficulties in submitting proposals, due to issues involving the formation of social capital (doctors with high academic production) and infrastructure (highly equipped laboratories), they are a reality.

The Journalism Course at the Federal University of Amapá submitted a proposal, through the area of Communication and Information, of the Postgraduate Program "Professional Master in Social Communication". In the opinion of the evaluators, as with many proposals submitted by universities in northern Brazil, the proposal was not approved with the same arguments that involve the debates in this paper described: deficiency in infrastructure and the scientific maturity of teachers. It is not possible to criticize the evaluators, because they have to follow the Communication and Information area document, an important guideline for submitting the proposal. The document contains the main elements to be filled in: "Teaching and Research Facilities", "Course Proposal", " Faculty "and" Production ". It is necessary to emphasize that all scientific areas have such a document and there is a great degree of similarity between them. They are the result of a guiding guideline of the Evaluation Directorate of Capes (D'ALMONTE et al, 2019).

Therefore, despite all efforts, be it by the leaders and researchers from the northern region of Brazil, the consolidated inequalities of decades continue to affect the

evaluations of proposals for new graduate courses. The region needs the regulatory bodies to understand the peculiarities of the region due to the infrastructure and formation of social capital.

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ABSTRACT:

This academic essay aims to raise points for the strategic importance of postgraduate courses in Social Communication in the state of Amapá (Brazil). The perceptions come from participant observation processes as a former teaching member of the Graduate Program in Environmental Sciences, belonging to the Graduate Program in Intellectual Property and Technology Transfer for Innovation, both operating at the Federal University of Amapá (Unifap). The reflection also starts from the experience in other graduate programs, these established in the Southeast region of the country, more riches, and better infrastructure. Therefore, although the essay is based on data and documents, the work is a personal reflection.

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Communication; Amapa; Relevance.

RESUMEN:

Este ensayo tiene como objetivo plantear puntos sobre la importancia estratégica de los cursos de posgrado estrictos-sensu en Comunicación Social en el Estado de Amapá. Las percepciones provienen de procesos de observación participante como ex miembro docente del Programa de Posgrado en Ciencias Ambientales y perteneciente al Programa de Posgrado en Propiedad Intelectual y Transferencia de Tecnología para la Innovación, ambos operando en la Universidad Federal de Amapá (Unifap) La reflexión también parte de la experiencia en otros programas de posgrado, estos establecidos en la región sureste del país. Por lo tanto, aunque el ensayo se basa en datos y documentos, el trabajo es una reflexión personal.

PALABRAS-CLAVES: Amazônia; CAPES;
Comunicação; Avaliação.