

The territorial planning practices in the field of education: search of the "state of the art"

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This work consists of a literature review in an attempt to find the state of the art research in the area of Planning and Regional involving the "practices" of territorial planning in the field of Education in an interdisciplinary field of knowledge. The research was faced with the possibility of inventorying the academic and scientific, involving the area of Education and territorial planning, from mapping this production, at a certain time and place. Furthermore, this research aimed to contribute to the writing of the history of the two fields of knowledge, considering their intersections. It is important to note what is meant by "practice" PGT this search. The practices are understood as experience reports, implementation of the initiatives of the instruments involving the territory and the area of PGT, case studies, fleeing only the theoretical scope. In this sense, there is no denying the importance of the development of theoretical research, as they provide support for the entire course of other research. However, out of the academy, the problems of reality pull the responsibility so there is the application or the practice of what is produced in the theoretical context, for I should have no point in producing so many new knowledge. Thus, the knowledge must come to society, seeking better living conditions.

This research part of the question that education is brought as a challenge posed to planners in the form of new governances, management at multiple scales and acting arenas. The territory is one of the specificities of planning work and its action tools can be used to find solutions to educational problems. But how? The focus of attention of this paper focuses on the current context of consolidation of a National Education System (SNE) and the National Education Plan (PNE) Brazil, what is at stake in the major theoretical discussions about the search for regional solutions to

problems of inequality in access to education, quality education, from, for example, the adoption of collaboration arrangements between federal, using the territorial associations as action tool.

The work of Paulo Freire (1997), already ressaltavam the relations between urban planning, public policy and the role of government to education. As for Libâneo & Oliveira (1998), the centrality is because education and knowledge become of the globalized capitalism point of view, driving force and axes of productive transformation and economic development.

The research was by nature the mixed method (CRESWELL & Clark, 2013), as this can provide a better understanding of research problems, instead of using the isolated approaches. It was performed with standardized systematic searches of the steps in two phases: i) pre-search and ii) post-trial. The survey itself was made in the Capes Portal (<http://www.periodicos.capes.gov.br/>), between the months of September to December 2014, which formed the database for searches the scientific work. In the search procedure the following steps were established: 1. "Subject Search"; 2. "Advanced Search"; 3. Campo: "Subject" + "contains" + "key words"; Specific 4. Campos: only "Articles", from 2000 until 2014, "any language" and 5. Classificação by "relevance". The standardization of post-trial steps, the following took place in relation to the search filters: 1. "periodic peer-reviewed" (rpp) and the subject 2. Tópicos and / or journal title. The keywords selected were divided into two categories: terms in English and Portuguese. Thus, the first major search in periodic portal was based on words in English, 7 keywords used ("collaboration forms"; "education territory AND", "governance AND education", "educational development"; "practices of territorial planning AND education "; " education AND collaborative governance "and" arrangements AND education "). Already keywords in Portuguese were used in the second stage of searching, totaling six terms ("arranjos AND educação"; "associativismo AND território"; "associativismo AND educação"; "território AND educação"; "regime de colaboração AND educação" e, "regime de colaboração AND território").

The cut chosen by the survey included the Central countries, Latin America and Brazil, before this scenario justifies the use of terms in English and later in Portuguese.

The question of scale is also worth detailing the methodology, as defined metropolitan areas of cities as the spatial research.

After the two search steps were performed systematization of results, through the construction of tables and graphs, for quantitative results the number of articles, as well as the amount of RPP and the amount of selected articles. Selected articles were tabulated according to the following criteria: i) magazine Qualis; ii) Journal Title; iii) year of publication; iv) Author (s); v) research themes; vi) Context researched and, vii) Results of origin. The classification of "Qualis" periodic followed the criterion of belonging to the group of journals in the field of "Urban and Regional Planning / Demography", governing the pool of periodicals of the Graduate Program in Planning and Land Use Management, according to denomination Capes. In addition to this criterion, the selected items should belong to the classification A1, A2, B1 or B2, that is, the selected publications should be in the best journals classified according to the area.

After the previous steps, another research strategy was adopted by searching the journals PGT area (third phase) with direct reference to Education, a total of 11 magazines. The steps of this quest followed the following methodology: 1. Access to the platform "Journal of Capes"; 2. Busca "by periodic" and 3. Campo: "ISSN". In the 11 pre-selected journals a search with keywords 4 was carried out, as follows: "arrangements"; "Collaboration"; "Territory" and "planning". At the end of this survey were selected 5 magazines owned results according to the research objective. Then the data of the selected journals were tabulated according to each keyword used. The classification in the table included the total number of results and number of selected articles. Moreover, the magazines were also classified according to their grade in the Qualis Capes.

The process of selection of items of interest was the more detailed stage of the methodology. Apart from reading the title, the articles undergone a check by reading their resumes. After this, the deepening in the texts was given to those items of final selection. The process described herein was made to search for the three phases.

The results of Phase 1 (search on the portal journals with keywords in English) included the selection of 22 items. The largest number of articles has been found to

QUALIS A1 and B3. Were scarce results in PGT Area Capes (only 2 articles were journals in the area of interest in the rating of A1 (Urban Studies, BAPTIST (2013)) and A2 (Education & Society, VIEIRA & VIDAL (2013)).

It was shown that most of the articles related to the PGT practices in the governance of education is practically out of the journals in the field of urban and regional planning / Demography. Thus, the articles of PGT practices that addressed the area of education relate to journals from the fields of educational management, educational development and administration of education, but not from the point of view of the territory and its governance.

Publications relating to territorial planning and education begin with more frequency from the year 2000. However, between 2009 and 2011 is where we had most number of publications in these journals. It was found that the education sector is the second in production jobs (18%), and brings to the area of applied social sciences, with 27% of the publications. It is observed that there is low production of fields of knowledge arising from education and work with the territorial issue to solve their problems, as well as the proper field of territorial planning with the work of educational issues.

In Phase 2, with the search on the portal journals with key words in Portuguese and adding a keyword in English, yielded 19 articles. Note that the body of work in English is much more expressive than in Portuguese. However, the Portuguese in search with keywords resulted in fewer articles of results (16 articles with keywords in Portuguese, in Phase 2), however 13 articles belonged to the area of interest of this research.

Phase 3, to search the portal journals on from the pre-selection of magazines of Education, within the area of urban and regional planning / Demographics, from the selection of 11 journals, searches with 4 keywords in them resulted in the final selection of 5 periodicals and subsequent selection of 27 articles of interest. However, only 2 articles (AZEVEDO & SANTOS, 2012; MARQUES, 2012) directly addressed the "practice" of PGT in education. The search strategy of Phase 3 in educational journals brought wider range of results, mostly theoretical nature, however, of great importance to the theoretical elaboration of issues. However, these journals searches showed

limited number of items that went to the point of practical compared with Phase 1 and Phase 2. For numerical values, the articles "practical" were represented by approximately 25.9% in Stage 1, 21% in Phase 2 and Phase 3 7.4%.

The issues arising from the search for territorial planning and education encompass other areas of knowledge. In this sense, the very PGT area brings the structure of a debate on the Theory of Planning, to present as complex area, interdisciplinary and surrounded by consolidated areas (FAINSTEIN & Campbell, 2012).

Some studies found by this research outweigh the traditional paradigm that has been the lack of communication between areas of knowledge and bring the issues of "practice" of planning and land management, for improvements in education, as a structural alternative to the problems education, both in national and international context (ARVIND, 2009; DAUN & SIMINOU, 2005; STOREY & FARRAR, 2009 and VIEIRA & VIDAL, 2013, etc.).

Contrary to what occurs with the area of education, territorial planning in health care is already well established. Many of the works found in searches remitted to the planning strategies and new forms of governance, taking into account the territory, to overcome the problems faced in health. As an example, can cite studies that refer to the Unified Health System (SUS) in Brazil (D'Avila VIANA et al, 2008;. & D'AVILA VIANA VIEIRA MACHADO, 2009; WARRIOR & WHITE, 2011; MAGALHÃES & Bodstein, 2009, etc.).

Most of the articles found has the overall context of the territorial expansion, increasing urbanization, social and regional inequality. These themes are common to both areas of knowledge and are from these issues unfolding research.

The gradual disappearance of the design of specific nation-state policies for the educational field, with the increasing abandonment and marginalization of the social purposes of education, are the major sources of discussion involving the educational problems.

To Ball (2001), education is increasingly subject to the requirements and regulations of economism assumptions. The neoliberal economy claims put education as a priority, presenting it as an alternative for social advancement and democratization

of opportunities, but what is seen in third world countries is increasing social inequality, poverty and unemployment.

In the context of state reform and the new roles assigned to it, along with political decentralization, the concept of Integrated Planning (PURCELL, 2009), to introduce new forms of governance, are very current issues to be applied in the field of education. Some work as Slaus et al. (2004), Lewis & Naidoo (2006), Tarabini (2010), Cassity (2010), among others, point to the need to bring alternatives to educational problems in the face of globalization.

The notion of creating a "network system" was appointed by Healey (2003), recognizing the complexity of power relationships among multiple social actors and urban contexts, looking for a plan that takes into account the importance of the processes beyond end products (leaving the technical and bureaucratic planning model), where governance capacity can be socially just.

The experiences of practices in the Brazilian context, in the form of educational development arrangements (ADEs), within the SNE and PNE context, refer to new forms of management and communication between the social agents involved, taking into account the regional domain for stocks.

In a governance model that favors the system of networks, partnerships, starting with a minimal state, ie decentralized, the facilitator of the planning state, is able to combine social inclusion and new regional and local governance scales (FREY, 2007; Brenner, 2010).

Governance beyond national scale, ie multiscale, it is important for the formation of collaborative networks and social cooperation. In this case, the state's role as an "enabler" of socio-political interactions helps in maximizing the benefits from the construction of common identities, behaviors and practices, which are goals and shared interests between social actors (BARCELLOS DE SOUZA, 2012).

Another point to highlight is the possibility of differences between the perceptions we have of the governance concept in the educational field and in the TMP area (Bevir, 2009). This may hinder understanding in the preparation of actions and the communication itself between fields. In this case, the consensus view among the fields of knowledge that it takes to overcome the borders in shaping the practices.

Finally, both national and international studies reflected more theoretical studies on the issue, which refers the fact that the research topic is recent in academic research and practices in addition to the low dialogue between fields of knowledge, emphasizing the interdisciplinary nature of matter.

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