



RESEARCH IN THE HUMANITIES IN PARANÁ AND THE SUPPORT OF THE FUNDAÇÃO ARAUCÁRIA OVER TWO DECADES¹

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Abstract

This study aims to analyze the relationships built between science, the state of Paraná, and the conception/production/dissemination of knowledge in the humanities within the framework of the funding propositions by the Araucária Foundation for the Support of Scientific and Technological Development of the State of Paraná from 2000 to 2024. The exploratory-descriptive research methodology was based on the assumptions of a qualitative approach, supported by document analysis, semi-structured, and open-ended interviews with six Foundation managers. The results show that: investment in the humanities has been timid, although Araucária has gradually expanded its support for researchers' projects across various fields of knowledge in Paraná; there is a growing demand for the humanities, yet the funding remains insufficient, requiring researchers in the field to emphasize projects with interconnected aspects that demand greater financial support. The analyses also emphasize the need for more detailed information in the Araucária Foundation's documents so that the humanities, as well as other underfunded areas, can be highlighted and, consequently, addressed in different regions of Paraná.

Keywords: Humanities; Educational context; Research and development; Science and technology policy; Regional development.

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A PESQUISA EM HUMANIDADES NO PARANÁ: O FOMENTO DA FUNDAÇÃO ARAUCÁRIA EM DUAS DÉCADAS

Resumo: Este texto tem por objetivo analisar as relações construídas entre ciência, território paranaense e concepção/produção/disseminação dos conhecimentos em humanidades, no âmbito das proposições de fomento da Fundação Araucária de Apoio ao Desenvolvimento Científico e Tecnológico do Estado do Paraná, nos anos de 2000 a 2024. A metodologia de pesquisa exploratório-descritiva ancorou-se nos pressupostos da abordagem qualitativa com auxílio da análise documental, entrevistas semiestruturadas e abertas com seis gestores da Fundação. Os resultados demonstram que: o investimento em humanidades foi evidenciado timidamente, embora a Araucária tenha expandido, de modo gradual, o apoio para os projetos de pesquisadores paranaenses de diversos campos do conhecimento; existe demanda crescente das humanidades, apesar de o fomento não ser correspondente; portanto, cientistas da área necessitam notabilizar seus projetos em interconexões que solicitem maior aporte financeiro. As análises ainda asseguram que é indispensável o detalhamento de informações nos documentos da Fundação Araucária para que as ciências humanas e outras áreas que também carecem de investimentos mais robustos sejam evidenciadas e, conseqüentemente, contempladas nas diferentes regiões do território paranaense.

Palavras-chave: Humanidades; Contexto da educação; Pesquisa e desenvolvimento; Política científica e tecnológica; Desenvolvimento regional.

LA INVESTIGACIÓN EN HUMANIDADES EN PARANÁ Y EL FOMENTO DE LA FUNDACIÓN ARAUCÁRIA EN DOS DÉCADAS

Resumen: Este texto tiene como objetivo analizar las relaciones construidas entre la ciencia, el territorio paranaense y la concepción/producción/difusión de conocimientos en humanidades, en el marco de las propuestas de financiamiento de la Fundación Araucária de Apoyo al Desarrollo Científico y Tecnológico del Estado de Paraná, durante los años 2000 a 2024. La metodología exploratoria-descriptiva se basó en los principios de un enfoque cualitativo, apoyado en el análisis documental, entrevistas semiestructuradas y abiertas con seis gestores de la Fundación. Los resultados demuestran que: la inversión en humanidades se evidenció de manera tímida, aunque la Fundación Araucária ha expandido gradualmente su apoyo a proyectos de investigadores paranaenses de diversas áreas del conocimiento; existe una creciente demanda en humanidades, aunque el financiamiento no es equivalente, lo que obliga a los científicos del área a destacar sus proyectos en interconexiones que requieran mayor aporte financiero. Los análisis también aseguran que es indispensable detallar la información en los documentos de la Fundación Araucária para que las ciencias humanas y otras áreas que también necesitan inversiones más robustas sean visibilizadas y, en consecuencia, contempladas en las diferentes regiones del territorio paranaense.

Palabras clave: Humanidades; Contexto educativo; Investigación y desarrollo; Política científica y tecnológica; Desarrollo regional.

Introduction

This text aims to analyze the relationships built between science, the Paraná territory, and the conception/production/dissemination of knowledge in the humanities, within the scope of the funding proposals of the Araucária Foundation from the years 2000 to 2024. We consider that formative processes in the area of Humanities should occupy greater spaces in the development of the Paraná territoriality and, therefore, financial support for research in the area is a theme that should be evidenced in studies for the construction of future times. Furthermore, we consider that scientific production in the humanities favors the construction of "replicable knowledge (social technologies) at the society-university interface" (Araucária Foundation, 2022), strengthening the bonds of regional and state development.

We welcome the concept referring to the area of Humanities³ defined by the Coordination for the Improvement of Higher Education Personnel (CAPES) and characterized as knowledge established by the object of study and methodological procedures proper to the activity of research and teaching related to the constitution of life, in the space and time of the existence of the human being. Still as initial information, we register that we understand by funding, the initiatives of financing the production and dissemination of research of scientific, technological and/or innovation nature.

The exploratory-descriptive research methodology was anchored in the assumptions of the qualitative approach (Minayo, 2012), aiming to obtain meanings of the relationships allusive to the Paraná territory and scientific production in the area of humanities. The trajectory of the years of established funding, from the beginning of the Araucária Foundation, in the years 2000 to 2024, is understood by us as a complex formed of developed actions, which register experiences related to the consolidation of science in the Paraná territory. These are aspects also pointed out in the collective of subjects and in the conditions of reality in which they occurred (Minayo, 2012). Given this, documentary analysis and interviews were mechanisms for collecting information from reality.

The documentary analysis was based on Sá-Silva; Almeida; Guindani, (2009) and was carried out in 20 (twenty) Annual Activity Reports of the Araucária Foundation, 03 (three) booklets that condense actions in stages between 07 (seven) and 10 (ten) years, in addition to 23 (twenty-three) Minutes of the Ordinary Meetings of the Council and Science and Technology

³ The broad area of Humanities is composed of: Anthropology, Archeology, Political Science and International Relations, Religious Sciences and Theology, Education, Philosophy, Geography, History, Psychology and Sociology.

of Paraná (CCT-PR). We are aware that the consulted documents intend fragmentations of the human reality appropriated in the science produced and established in the constitution of the Paraná territoriality.

The semi-structured and open interviews (Minayo; Costa, 2018) were carried out with the 06 (six) managers/presidents of the Araucária Foundation in the years 2000 to 2024 and followed the ethical rigor in research. The interviews were conducted virtually, through the Google videoconferencing platform (Meet Platform), and lasted between 40 (forty) and 120 (one hundred and twenty) minutes. A script of questions was offered in advance to the managers aiming to generate information that would allow the rescue of memories or become initial provocations to build the data panorama pertinent to the study. We also inform that the excerpts of the testimonies were kept without grammatical corrections to maintain their spontaneity and allow the reader of the text greater proximity with the manifestations of the managers.

The humanities in Paraná's scientific expansion

The temporal and contextual cut of this study was defined from the creation of the University of Paraná, later transformed into the Federal University of Paraná (UFPR). Ardigó (2011, p. 17-18) emphasizes that although science has no homeland, "the practice of science has geographical contours and even specific addresses," so that "demands can be related to certain spatialities." In this scenario, some areas of knowledge grew and revealed agreements of constituted social positions and opportunities for commercial expansion of scientific activities. The Institute of Biology and Technological Research⁴ (IBPT) in the 1940s exemplifies the installation of researchers from other states and abroad, linked to the areas of health, biology, and history were favored, denoting an emerging "understanding [...] of the importance of scientific research as an engine of economic development and opening of possibilities" (Brand; Rocha, 1991, p. 9).

The postgraduate system in the 1950s also contributed to the increase in the training of UFPR researchers. For Ardigó (2011, p.163), at that moment, UFPR incorporated "institutions with research orientation," transforming them into research institutes. If on the one hand it brought the establishments closer together aiming to obtain funding for research in Paraná,

⁴ In 1978 IBPT was renamed the Technological Institute of Paraná (TECPAR).

however, it contributed to the distancing of the humanities in the set of scientific production, as the area did not entail commercial increment. For Guérios (2022), even though the Faculty of Philosophy, Sciences and Letters of Paraná was part of the set that aimed to expand the Humanities in Brazil, what was intended was the permanence of the production of contemplative intellectual knowledge, of moral nature and under the doctrine of the Catholic model that existed in the capital of Paraná, to mediate between the occurrence of the scientific advances of the time and the maintenance of the traditional history of the State.

The 1960s and 1970s marked the expansion of higher education in the interior of Paraná, the result of a diverse conjuncture of acting social forces. Discussions from different social groups of the dominant classes of the cities of the interior of Paraná aimed to expand higher education in the regions and was added to the interest of the State itself in qualifying human resources for the education system and other development processes that were taking place. The University Reform in 1968 sharpened the debate of the time between science and university, and the discussions promoted by UFPR professors exposed the confrontation with the contemplative mode of constituting the Humanities, requiring that innovations, criticisms, and theoretical disobediences permeate the new studies and research in the area (Guérios, 2022). In this context, in 1969, the first state universities were created: State University of Maringá (UEM), State University of Londrina (UEL) and State University of Ponta Grossa (UEPG). The universities gradually constituted themselves in the respective regions, with the expected socioeconomic impact and consolidating in the national scientific panorama. It is appropriate to point out that Cascavel requested, at the same time, the installation of a university in the region. The West of Paraná was formed by a predominantly agricultural economy and based on small properties, which was taken as an impediment to the creation of a university at that moment (Sheen, 2000, p.170). Sheen's observation (2000) refers us to the discussion of the geographical contours defined for science, already explained earlier by Ardigó (2011).

The 1980s brought other possibilities for the set of state universities, science, and territoriality. There was the installation of a commission to restructure Paraná state higher education and implement actions for the construction of the state system of science, technology, and innovation (Sheen, 2000). In the first years of that decade, the Science and Technology Support Program, linked to the State Secretariat of Planning and Coordination, supported the qualification of Paraná researchers aiming at access to the resources of national research funding agencies. The mentioned Program operationalized the resources that the Science and

Technology Council of Paraná (CONCITEC) defined in evaluation guidelines for the projects submitted to receive support (Sheen, 2000).

The State Secretariat of Science, Technology and Higher Education of Paraná (SETI) was responsible for coordinating public policies that would consolidate the State System of Higher Education, Science, Technology and Innovation (S, T&I) (Sheen, 2000). Among the actions, the creation of the other Paraná state universities over the years, namely, the University of the Center-West of Paraná (UNICENTRO) in 1990, the State University of the West of Paraná (UNIOESTE) in 1992, the State University of Paraná (UNESPAR) in 2001 and the State University of the North of Paraná (UENP) instituted in 2006 (Rufini, 2017).

The installation of state universities in different regions conferred development and generated socioeconomic impact. We agree with Porto Junior (2017, p. 6) when he expresses that:

State universities have a high potential to strengthen the regional economy and to create a local economic environment of greater social inclusion and rich in real opportunities and that has unquestionable human value, not only for its instrumental aspects of providing economic growth and accumulation of human capital, but also for its relevance in expanding values, cultures, and broader aspects of human dignity.

In the set of strengthening the state system of S, T&I, the Araucária Foundation⁵ was constituted in the year 2000. With "legal personality of private law, non-profit and endowed with administrative and financial autonomy and its own patrimony, it operates public resources and is treated by the control bodies with the same requirements applied to other government bodies" (Araucária Foundation, [2023]). The Araucária Foundation - Agency of Science, Technology and Innovation of Paraná is disciplined by State Complementary Law 251/2023 (Araucária Foundation, [2023]). Its attributions are defined from lines of action: Promotion of Science, Technology and Innovation Production; Verticalization of Higher Education & Researcher Training and Dissemination of Science, Technology and Innovation. The funding actions are operationalized by public notices (Araucária Foundation, [2023]).

In the 24 (twenty-four) years of existence, the Araucária Foundation had 06 (six) presidents/managers. All managers were solicitous in presenting a little of the legacy left from

⁵ Information about the Araucária Foundation can be obtained from its website.

their memories related to the period in which they were at the head of the Executive Board of the mentioned funding agency.

The first manager of the Araucária Foundation, here called Manager 1, acted in the function between the years 2000 and 2003. His testimony informs that UFPR still centralized the research of the State and it was necessary to expand the scientific dimension of the Paraná territory in a more integrating concept. The expansion would only occur if there was a strengthening of the *stricto sensu* of the State Higher Education Institutions (IEES). We present an excerpt from the testimony of Manager 1:

Over time, people began to realize that territoriality had to be exercised in practice, in the sense of having an integrating vision, a systemic vision [...] integration of universities and research institutes, to create synergy in the whole process. Today I think that this concept of territoriality and science is well constituted (Manager 1).

It is possible to perceive in the manifestation of Manager 1 that the S, T&I System manifested the first steps of expansion throughout the interior of the State. When asked about the relations between humanities and science production, Manager 1 highlighted his actions:

[...] interact with the people of Humanities to know what the demands are and what we could meet to improve [...]. Of course, when we say 'Humanities' it is very broad. To address the real demands, strategies and policies for the area of Humanities as a whole is a very difficult process. It is not as simple as in the technological area. Within the field of so-called social technologies, it is more complex by its very nature (Manager 1).

We recognize that the area involves the complexity pointed out by Manager 1. The production of science in the area of Humanities corresponds to the concentration of a large set of knowledge built collectively, over the years, that relate the human being to himself, to his fellow beings, and to other living beings in the production of historical existence. Thus, we looked in the Araucária Foundation Reports for other aspects that corresponded to the production in Humanities.

The funding pointed out in the Activity Report of the Araucária Foundation, referring to the corresponding period of Manager 1, demonstrates that 786 (seven hundred and eighty-six) projects were supported in 2003, in 09 (nine) Public Calls (CPs). Representing the area of humanities, Letters, Arts, Psychology and Education received funding in two of them, although without detailing how many projects were contemplated. The same document indicates that in

the year 2003, 101 (one hundred and one) conclusive technical reports of research and technological development projects were received, of which 08 (eight) were from humanities (Araucária Foundation, 2004). We can infer that, although the numbers are not very expressive, they reveal the need to understand what the area of humanities is in the set of produced science.

Another aspect highlighted by Manager 1 was the scientific societies. For him, "the stimulus to strengthen the existing ones, to work this interface is necessary. The traditional classical researcher gains belonging, which is fundamental for those who are in the teaching career and in the scientific career" (MANAGER 1). Saquet (2018) presents that anchoring is an aspect, among the challenges that are present, in the construction of the territory. Bringing it to the object of this study, the perception of Manager 1 should be considered as one of the pillars, admitting that "it contains a double soul, of dialectical and contradictory nature, its own identity, from the subjects capable of acting with collective and autonomous behaviors, constituting territorial local systems or nodes of local and non-local networks" (Saquet, 2018, p.484). We can infer that the strengthening of the humanities in the collective of scientific societies is an aspect capable of generating the anchoring necessary to clarify the scientific complexity in humanities, pointed out by Manager 1.

Manager 2 assumed the presidency of the Araucária Foundation between the years 2003 and 2007. In his testimony, he presented the highlight related to the Foundation's resources in the areas of Humanities and Social Sciences, from the understanding that funding for the areas of knowledge was demanded by the teaching institutions. In his conception, research in humanities presented itself with great demand, and although the resources were not sufficient to meet all applicants, the numbers indicated showed a request resulting from the corresponding scientific production. The information of the analysis carried out by Manager 2 was recognized in the 2005 Report. In it, the Public Call (CP) "Basic and Applied Research" received 767 (seven hundred and sixty-seven) projects, of which 84 (eighty-four) belonged to the areas of Humanities, Social and Legal Sciences, Letters and Arts, and Education and Psychology. 55 (fifty-five) projects obtained merit of approval and 13 (thirteen) were contracted. Considering that we did not find other information related to the area of Humanities, the humanities projects that were contracted do not configure 5% of the area's demand (Araucária Foundation, 2006).

In the 2006 Report, we find the participation of the area (in the set of Humanities, Social and Legal Sciences, Letters and Arts, and Education and Psychology) in CP referring to events. Of 345 (three hundred and forty-five) submitted projects, 124 (one hundred and twenty-four) were from humanities. In total, 141 (one hundred and forty-one) projects were approved, of

which 64 (sixty-four) were from the area of Humanities. In the same year, in the CP 'Scientific Publications' there were 76 (seventy-six) projects presented, with 29 (twenty-nine) submissions from the area of Humanities. Of the 38 (thirty-eight) contracted projects, 16 (sixteen) were from humanities (Araucária Foundation, 2007).

The testimony of Manager 2 brought the issue of the corresponding conditioning between demand and scientific production. It is evident in the Reports of the time that there was no equivalent factor for obtaining funding. Social, political, and economic motivations, intertwined in the webs of funding for so-called basic research, present other reasons, which still need to be investigated and pointed out as alternative answers. Our hypothesis refers to what has already been explained in this text, with the support of Ardigó (2011) and Guérios (2022).

The third manager of the Araucária Foundation acted between the years 2007 and 2010. In his view, some aspects of the universe of science and technology in universities were in the process of being established:

The first aspect was [...] the apparatus of classrooms, laboratories. The second, the training of teachers and the third, to give the graduated students the opportunity to develop their skills in programs with scholarships. The resources from the Foundation [were] to develop better, including encouraging themes [...] because science has no borders, themes that could also contribute to the regional development of Paraná. To combine the development of universities with regional development itself, providing a better life (Manager 3).

The direction exposed by Manager 3 finds an echo in the 2007 Annual Report of the Araucária Foundation. In it, it is pointed out that 88% of the resource was destined for the IEES, with the hiring of 2,278 projects. The calls related to postgraduate support, with scholarships or for infrastructure, contracted 127 (one hundred and twenty-seven) projects, of which 22 (twenty-two) were from the humanities. The CP Basic and Applied Research Program, contracted 309 (three hundred and nine) projects, with 52 (fifty-two) from the set involving Humanities. The largest volume of contracting corresponded to the organization and participation in events with 777 (seven hundred and seventy-seven) supported projects, with 255 (two hundred and fifty-five) related to the humanities (Araucária Foundation, 2008).

In 2008, the Report showed that 16 CPs were launched. The areas of Humanities, Social and Legal Sciences, Letters and Arts, and Education and Psychology appear contemplated in 5 (five) CPs. Of the total of 561 (five hundred and sixty-one) financed projects, 221 (two hundred

and twenty-one) were from the area of Humanities (Araucária Foundation, 2009). In 2009, the funding destined for the area of Humanities appears in 7 (seven) of the 18 (eighteen) published calls. We highlight the CP 'Teacher Training of IEES', whose funding exceeded three million reais, with 33% of this resource being destined for the humanities (Araucária Foundation, 2010b).

For Manager 3, the investments aimed to support and offer better conditions for the performance of the IEES, but some areas were still "forgotten." When asked about what the "forgotten areas" would be, Manager 3 informed that the "forgotten areas" involved vicious circles: they received few resources, formed few researchers who could not produce and compete in the same way as the other areas. Consequently, they did not receive more resources and did not develop like the others. In his conception, humanities were in the set and it was necessary to look differently:

It's no use having a policy that makes a difference in four years and then people say: "let's encourage the groups of excellence that matter and the rest is fine." That doesn't work. University is not a research institute or a faculty of a single theme. [The area of] Humanities is fundamental for the development of a country. It does not develop hard, applied science, the manufacture of instruments [but rather] the formation of our people, which is fundamental and is reflected at all levels. We had a very great concern with the training of teachers. The Foundation made it possible for the training of university professors at the same time that university professors participated in the training of the state network (Manager 3).

We refer again to Saquet (2018, p.479) when he declares the importance of "local-based development [...] and activation of territorialities aimed at cooperation." The training of teachers, mentioned by Manager 3, is an example of the situation.

In 2010, Manager 4 assumed the presidency of the Araucária Foundation, remaining in the position until 2011. For him, "a system [encompasses] territoriality, expansion of the network and naturally the articulation with teaching" (Manager 4). The relationships between science production and the area of Humanities were exemplified as follows:

Regarding the areas of Humanities and Social Sciences, it seemed that this was not a matter of science. I remember that Fernando Henrique back then, when he was still a professor, told that when they started to structure the sociology course at USP, they wore lab coats to show the public that they were also scientists. Scientists were not only those who studied biology, chemistry, physics, mathematics or engineering. Humanities and social sciences were also sciences and had to be treated as such (Manager 4).

According to Manager 4, the 1980s brought greater participation of civil society organizations in the area of education and enabled the emergence of Social and Human Sciences as a concern of science in general. There was a movement that demonstrated consolidation of the federal system and respective verticalization of teaching. In the case of Paraná, the concern with the IEES and the qualified training of people in the State indicated that:

In this line of territoriality [...] our overcoming of inequality goes through the fundamental conjugation of two great policies: social and regional development. It is emancipatory if the conditions are approximately equal or similar. If one has good conditions and another has bad conditions, there is no social transformation but reproduction of an unequal society. Because of this, I always tried to support smaller institutions, so that they would have conditions similar to those good universities. They could train teachers and other professionals at the same level and establish equal opportunities (Manager 4).

The book edited in that year (Araucária Foundation, 2010a), on the occasion of the ten years of existence of the Araucária Foundation, does not evidence specific data by areas of knowledge and, therefore, our analysis was restricted. We infer that the support was evidenced especially in the participation of Paraná professors/researchers in technical-scientific events in Brazil and abroad that aimed at the dissemination of developed works. According to Manager 4, thus the smaller universities would have conditions to "dialogue with peers and also dialogue upwards, with the national system of science and technology."

Manager 5 assumed the presidency of the Araucária Foundation between the years 2011 and 2018. For him, "it was a great discovery to see the State of Paraná with greater conditions of development in the scientific and research area. Our state universities are very strong, especially in the area of Humanities" (Manager 5). In his testimony, he expressed that the set of Paraná universities already had "an academic composition of very good quality science production, of national and international repercussion" (Manager 5), which caused federal investments and other partners to favor scholarships for all areas.

Data from the booklet with actions of the Araucária Foundation between 2011 to 2017 show that the Public Call 'Research Productivity' had 116 (one hundred and sixteen) submissions, of which 6 (six) were from the areas of Social, Human and Legal Sciences, 6 (six) from Education and Psychology and 5 (five) from Letters and Arts (Araucária Foundation, 2018a). The evaluation of the calls took place in later years and we did not find more descriptions. The other Reports of the 2011-2018 period are similar, did not deal with the

specificity of contemplated areas and highlight that the resources remained far below what was requested by the scientific community, not exceeding 50% of the submission demands (Araucária Foundation, 2018b). In the same line, the booklet with the actions carried out in the period of Manager 5's performance evidences that projects related to the verticalization of higher education and researcher training received 62% of the total (Araucária Foundation, 2018b).

Saquet (2018, p.485), emphasizes that the movement of expansion of the territorial debate also happens in the "academic and scientific scope, in relation to the definition of some public policies and in the debate and interpretation of the products of territorial identity." Thus, the presentation of the data from the Reports has allowed us to infer that the specific relationship of funding for research has changed over the years, from the expansion to the consolidation of the S, T&I system, in consonance with the interests of the State, although the resources have not been sufficient to meet the growing and diversified demand in each period.

Manager 6 was appointed to the position in 2019. Among the proposals of his management is the decentralization of funding programs as a way to consolidate science. For him, Paraná needs to double the number of doctors to reach the level of developed countries. Even though it is a complex and paradoxical situation, the present and the future require the absorption of doctors and academia cannot perform this task alone. "The presence of doctors in all economic sectors is extremely necessary, since the problems require highly qualified researchers and able to propose innovative and sustainable solutions" (Manager 6). The Reports of the 2020-2023 period did not point out the specificity of contemplated areas, restricting our analysis in relation to the humanities.

Between the years 2020 and 2024, the Araucária Foundation continued to fund projects related to priority areas defined by the government of the State of Paraná that were identified by the Paraná Council of Science and Technology (CCT-PR) in 2020. We highlight part of the conception related to the area of Society, Education and Economy that is directly related to this investigation:

[...] it gives greater interest, not exclusively, to the Applied Social Sciences and the Humanities, which will have as structuring axes the support: to basic and applied research with a view to strengthening the role of reflective and pragmatic science in a globally marked society by the new contemporary dynamics and that must think and prospect a post-pandemic society; to the action of extension projects, with emphasis on the organization, application and socialization of knowledge produced in the areas of humanities; to the dissemination of knowledge through publications and events. This axis seeks

[...] to expand the offer of scholarships for researchers [...] to the funding of the infrastructure necessary for research, with actions to improve the infrastructure of universities in order to enable and optimize research in the areas of humanities and Social Sciences. Paraná has an exponent field of investigative professional training and teaching with scientific competence. Distributed in academic spaces, the reach of human formation socially reaches the locals, the regionals, the national and the international, the latter in particular, bordering (Araucária Foundation, 2021).

Finalizing the analyses, we understand that the conceptual reinforcement of the activities of the Society, Education, and Economy area are fundamental to promote the increment, expansion, and consolidation of the Humanities in the scientific and technological universe, considering that "relationships form and inform, mobilize and offer conceptual guidance in scientific analysis and interpretation [...] political and economic content involving points, networks, and meshes that are also effective at the cultural and environmental levels" (Saquet, 2018, p.483).

Final considerations

The excerpts of the lived realities and registered in the cited documents and interviews demonstrate that the perception of times and ideas were differentiated in the construction of funding for research in Paraná. The documents evidence that the Araucária Foundation, in its 24 (twenty-four) years of existence, presented considerable expansion of funding for projects of Paraná researchers from various areas of knowledge, including the humanities. Each manager, in a peculiarly expressive way, chose to report with emphasis the process he experienced in the construction/institution/consolidation of the Araucária Foundation. We can infer that some explicit reference to the area of Humanities was presented in the testimonies, probably stimulated by the object of study presented to the managers in the previous interview script and other research protocols.

Given the above, we present below three points that we understand are necessary for future developments.

First, we want to point out that the Araucária Foundation Reports could contemplate more aspects and elements about the areas of knowledge that are being funded. The detailing of information, more than obedience to legal and formal aspects, can provide elements for the very prospecting of other scientific activities in the State. Furthermore, considering the progressive increase of funding in the scientific production of the State, reports with more

details can indicate with precision which areas still lack more robust investments for consolidation and in which spaces of the Paraná territory. We cite again Saquet (2018, p.482-483), to address the fact that the understanding of the territory requires involving relations of space of (in)formation and mobilization, produced at different scalar levels, with relational and transversality meanings, centered on power relations, networks and cultural identities, so that the process takes place in a movement that is historical and geographical and vice versa. It is in this context that funding must be present for the constitution of the scientific panorama of the State.

The second point indicates that scientists of the humanities, active in Paraná institutions, dilate, expand and make their projects notable in varied interconnections and request more financial support for production in Humanities. The information collected and analyzed confirms that there is a growing demand from the humanities area and that the resources for funding are not corresponding. We emphasize that the main purpose of research in the area of Humanities is the very humanization of life, dignity and the formation of the human being in his time and place of existence. For this, it is essential to interface with the other areas of knowledge, expanding the modes of construction of scientific research development projects, rescuing and validating the production of Humanities in themes and forms of studies that value the collaboration of other experiences (Campos, 2020).

The relationships built between science, the Paraná territory and the conception/production/dissemination of knowledge in the humanities, within the scope of the funding proposals of the Araucária Foundation between the years 2000 and 2024, were evidenced very timidly. The set of actions and propositions manifested in the course of the history of science and technology in Paraná, with the intersection of the funding proposed by the Araucária Foundation, evidences a greater contribution of resources each year, however, it is still necessary to open new opportunities, possibilities and instances of referencing for the area of humanities, without the weight of disqualification or the risk of overestimation.

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