Journal of Modern Education Review, ISSN 2155-7993, USA
February 2021, Volume 11, No. 2, pp. 158–169
Doi: 10.15341/jmer(2155-7993)/02.11.2021/002

http://www.academicstar.us

Discussion and Theory Between Economic Development, Human Capital and Corporate Education: Possible Interfaces

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Abstract: This theoretical discussion intends to reinforce the connections between the areas of Economic Development and Human Capital, as well as broaden the subject to the issues that involve the area of Corporate Education. Based on the recovery of the thought of classic economics authors, using the resource of bilbiometric research from periods of contemporary history, it was possible to review the theories and emphasize the importance of economic agents in the formation of human capital and the consequent economic development of countries, regions, using the bases of knowledge or capital accumulation organizations. The text is structured in introduction, discussion and theory segmented by area and conclusions. The scientific contribution lies in strengthening relations between what is discussed in academia and what is done in the market.

Key words: economy; development; human capital; corporative education

1. Introduction

Economic agents are considered centers of financial, administrative and technical management decisions, as well as capital trainers and breeders. It is understood, therefore, that they directly contribute to economic development, whether through the generation of jobs and the consequent increase in income, infrastructure and installed equipment, the payment of taxes and other social responsibility initiatives. All this from the processes inherent to its activities and also from the constitution of economic or commercial partners, mainly in the capitalist environment, which, in turn, promote development, in the same way, continuing with the multiplication of jobs, the creation of new ones. companies or enterprises, the increase in tax collection and, eventually, investment in social programs.

Many authors argue and this is a widely revised theory that the economic development of countries, regions and, in this research, of corporations is associated with the level of existing human capital allocated to the operation or the labor market in general. Thus, professional qualification programs have become important allies in business development, with an emphasis on corporate education models.

The current literature has a considerable number of discussions on the topic, but few seek to establish an empirical connection between economic theories and the entrepreneurial effort to transform people, professionals, that is, their work team. This phenomenon is observed in the area of Corporate Education, which sometimes works in a complementary way, but which, due to technicality, can also provide the basic training essential to the

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exercise of professional activity. And companies started to adopt specific human capital formation programs.

The purpose of this text is to provide theoretical components to expand or reinforce the discussion on organizational investments that, through the formation of human capital, emphasizing factors such as education and income, contribute to the economic development of the society in which they are inserted. The scientific contribution lies in strengthening relations between what is discussed in academia and what is done in the market.

2. Methodology

This work was elaborated from a bibliometric research of articles and books in the areas of Economic Development, observing understandings of classic authors such as François Quesnay, David Ricardo and Adam Smith, Human Capital also in the central ideas of the classics Marshall and Mill, highlighting the theories formulated by Schultz and Becker. Under the most current and certainly empirical aspect, with the objective of broadening the discussion, this text addresses Corporate Education and the insertion of human capital formation programs in economic agents as important instruments for the development of countries and regions, as well as thinking about the phenomenon of the Corporate University, a global trend in business strategy.

3. Discussion and Theory

3.1 Economic Development

For centuries, Economic Science has debated the causes of the economic development of a country or region. The discussion on development comes from authors who were not explicitly concerned with the subject. François Quesnay, David Ricardo and Adam Smith raised their initial questions.

Much research is making efforts to define the term at the expense of an accurate understanding of the conditions surrounding economic development. Considering the various definitions found in the literature accessed in this research, all agree, at least, that economic development is related to "improvement in the living conditions or well-being of individuals", regardless of the depth given to the terms of this expression.

However, it is noteworthy that the first basic concepts deal with growth and economic development, considered synonymous until the Second World War. Since then, this has come to be understood as an increase in the country's per capita income, associated with an improvement in the quality of life of the general population (Madureira, 2015). Thus, growth and economic development must be understood as two distinct phenomena, but complementary to each other.

In this sense, Development will not necessarily manifest itself in an environment of Economic Growth, however, there is no way to conceive of this development without the presence of growth, that is, "[...] development is basically an increase in the real income flow, or that is, an increase in the quantity of goods and services per unit of time, available to a certain community" (Furtado, 1963, p. 115).

According to Madureira (2015), the economic development of a country, region or municipality can be understood as a continuous process of economic growth accompanied by qualitative changes in the indicators of economic and social well-being. Furtado (1963, p. 19) defines Development Theory as one that seeks to "[...] explain, in a macroeconomic perspective, the causes and mechanism of the persistent increase in the productivity of labor factors and their repercussions on the organization of production and the way the social product is distributed and used". Oliveira (2002) argues that, in general, economic development must be due to economic growth and must necessarily be accompanied by visible improvements in the population's quality of life.

Economic development is a more qualitative concept, including changes in product composition and resource allocation by different sectors of the economy, in order to improve indicators of economic and social well-being (poverty, unemployment, inequality, health conditions, food, education and housing) (Vasconcellos, Garcia, 2008, p. 255).

Economic development is a process of structural changes in economic, political dynamics and, mainly, in social relations, so much so that, in the perspective defended by Cardoso and Faletto (1970, p. 16), "[...] development is in itself a social process; even its purely economic aspects reveal the fabric of the underlying social relations". The development comes from constant increases in product and income (economic growth), generating greater satisfaction of human needs and consequent improvement in social indices. One aspect to be highlighted is that, as the economy is affected by changes in the world around it, the causes and explanation of development must be found, equally, outside the studies inherent to economic theory itself.

In this way, constant increases in the level of production are evident signs of growth, but, to be configured in development, these increments must reach the entire analyzed community, constituting improvements in health, income, education, among other quality factors witnessed in this given set of individuals.

Romer (1986) introduced a new conception of the long-term growth process of economies, considering the expansion in values and not in energy, material or objects. Lucas (1988), in turn, inspired by the theory of human capital, conceived important changes in the basic hypotheses of Solow's model (1956), impelling thinking definitively towards a new paradigm in the growth models, pointing them to the questions of endogenous development.

The central idea embodied in endogenous growth models, started with Romer and Lucas, stems from the elimination of diminishing returns in the production process, at the level of the aggregate economy, in view of the externalities generated by the performance of individual companies, with capital being one of main sources of activation.

In Wealth of Nations, Adam Smith highlights the issue of human capital, exposing his theory to the difference in the role of colonization in the Americas

> The colonizers carried with them a knowledge of agriculture and other useful trades, superior to that which can develop spontaneously between wild and barbaric nations, over many centuries. In addition, they carry with them the habit of subordination, some notion about the regular government existing in their country of origin, about the system of laws that support it and about a regular administration of justice and, of course, they implant something of the same type in the colony. (SMITH, [1776] 1983, p. 56)

This thinking points out that the human capital of the colonizers was superior and, therefore, the colonies that received the most European immigrants ended up at a higher level of their economic development.

In the same line of thought, Furtado (2007) states that economic development consists of the introduction of factors of production that allow the increase in labor productivity. This increase would boost real income, making consumers demand more goods, since there is an increase in production. The immediate consequence of this process would be the generation of well-being for all individuals.

Bresser-Pereira (2008) states that the occurrence of economic development is only possible with the growth of this productivity. This, in turn, would be closely linked to the incorporation of two elements to work: technological progress and human capital. Both are responsible for the emergence of nations and contribute significantly to the increase of the population's income, which is taken as a measure that measures the degree of development of a country through the increase of the aforementioned productivity.

While Becker (1993) focused his analysis on the cost-benefit of activities that promote increased productivity, he inferred that investment in human capital contributes to economic development and is also responsible for improvements in income, health and health. composition of workers' families. Thus, it follows the theory that studied this capital.

3.2 Human Capital

What is called human capital can be understood as aptitudes, competences and personal skills, which are considered innate or acquired via teaching/learning, which allows the individual to obtain a higher income and make him more productive and attractive to the labor market. job.

Investments in this type of capital are those that improve human capacity in some aspect and involve spending: on education, doctors, training provided by the job itself and migrations to take advantage of better job opportunities. These end up improving the quality of productivity in the work environment and produce the so-called "human capital", since it is not possible to dissociate the individual from the assimilated knowledge, his health or his skills. Thus, it can be said that the central assumption of the Human Capital Theory is that investment in the training and qualification of each professional can increase his productivity rates and, thus, boost the progress of an organization, region or country.

When looking at the studies about the Human Capital Theory and aiming at a better understanding of its development, it is noted that it is necessary to discuss the context of the first reflections on this. Thus, it can be observed that philosophical and economic thinking supports its theoretical bases.

At the end of the 19th century, the English economist, Alfred Marshall [(1890) 1996], in his founding work, Principles of Economics, treats the principle of positive economy in terms of normative elements, and one can also find an interest in metaphysics, ethics and political philosophy.

This thought is close to that advocated by the equally English philosopher and economist, John S. Mill ([1866] 2016), in About Freedom, in which respect for freedom and the idea of utilitarianism is observed, while Marshall presents his framework scientific towards the approach of the researcher and the social reformer; theoretical economist, philosopher of the process of human evolution and the philanthropist, moralist and preacher (Camponez, Peixinho, 2010; Fonseca, 1992).

It is also understood that, in the thinking of Marshall ([1890] 1996), there are developments in the sense that the national wealth, in the long run, has a logic of approximation much more for the character of the population than in relation to the abundance natural resources, capital and labor.

In the line of thought of this scholar in relation to the national character, the ethical and intellectual attributes of the population are one of the most valuable inputs of the production function. Thus, he argues that these attributes are more than decisive factors towards economic growth. In that sense, the quality of man, for Marshall, was what mattered most.

While, when investigating the studies on human capital in Smith ([1776] 1983) and Marshall ([1890] 1996), one can observe the issue converging to the understanding of education and human training as investment, income, eradication of mass poverty and development in a multidimensional perception. Smith, in his work Wealth of Nations ([1776] 1983), analyzes the real expenditure on education and the fixed capital invested in the individual, once the application of capital in this area, in fact, happens.

By continuing to follow the vision developed by Marshall ([1890] 1996), one realizes that man is tied to the factors of production. This fact was confirmed in Fonseca's (1992, p. 65) interpretation, when he states that "[...] a specific aspect of Marshall's microeconomic policy recommendations refers to his analysis and discussion of the role of investment in human capital in eradicating mass poverty and in the development process".

In the deepening of studies on this theme, it is observed that, in the 18th century, economists were already prone to a rupture with the so-called classical economists. It should be noted that the thinking of Mill ([1866] 2016) and English economists was enjoyed for almost the entire 19th century, including from the Keynesian point of view, due to the proximity between Keynes ([1936] 2014) and Mill.

In the understanding of Fonseca (1992, p. 76),

> In Marshall England (as in much of the developing world today) there was a large contingent of individuals in these conditions: working with a very low level of productivity, semi-occupied, leaning or even unable to exercise any type of activity in the free market that they guarantee the minimum necessary for the tolerable standard of living.

In this scenario, it is worth mentioning that the socialists of that time, as well as those who, unfortunately, today reproduce this thought, spared no effort in attributing to the capitalist regime the exploitation of wage labor, the added value and the scarce distribution of income.

However, it is noted the importance of a counterpoint in relation to the perception of the qualities and skills of the qualified individual for the job market, as well as the need for prior knowledge as a driver for improving workers' income, since they can perform functions in the face of this knowledge acquired in any current economic system. Still following the reasoning proposed by Fonseca (1992, p. 76),

> The Marshallian perspective, however, favors the sphere of production, not distribution, when analyzing the causes of mass poverty in a market economy. Distribution can be - and often is indeed - an important variable in the problem. But this is mainly to the extent that it affects, positively or negatively, the productive capacity of individuals and the economy. If we want to understand why the living conditions of a huge portion of the population are below what would be acceptable, it is for microeconomic factors, linked to the quality and competence of the community's productive efforts, that we must direct our attention.

When analyzing the theories of Mill ([1866] 2016) and Marshall ([1890] 1996), two variables are found that come together to mitigate mass poverty, misery and degradation. One of them is education in its most diverse perceptions and the other is the increase in population that is plaguing peripheral countries. In relation to that recommended by Malthus ([1820] 1996), it is noted that the faster the population grows, the slower the increase in its per capita income.

In the rescue of Fonseca's (1992) reasoning, it can be seen that he argues that classical economists were inclined to address the issue of education, bringing it closer to the logic of the Welfare State and to changing the dynamics of behaviors, attitudes and values. In this way, we understand the Human Capital Theory approached as Schultz (1973) understands it, relating it to the investment effort and formation of the productive capital of a nation, in this study, from an organization to a region.

It is argued that, currently, the labor market needs more and more technological development and expertise in order to promote not only economic growth, but to guarantee the continuity of solutions, notably in essential fields, such as health. and education, in order to mitigate the most evident social asymmetries in regions and peripheral countries (Marshall, [1890] 1996).

Briefly discussed the factors and variants of the economists that marked the first impressions about the economic value arising from human capital, we begin to deal with the conceptual bases of the theory about this capital, which are mainly focused on the epistemological studies of the American economist Theodore Willian

Schultz . It is understood that it was this outstanding theoretician who was responsible for perceiving a gap in economic theories in relation to economic efforts, to knowledge, its cost in different spheres and the return from individuals prepared for formal work.

It can be said that the studies by Theodore Schultz (1973) came mainly from a series of three monographs, which dealt with economics: health, education and prosperity. These were influenced by factors related to current economic, political and social aspects. Evidence of the need for high investments in the educational and health sectors, as well as the understanding that these are extremely sensitive fields from an economic point of view, which end up guiding decisions regarding public policies and markets.

In the early 1960s of the last century, Schultz began what turned out to be the revolution of human capital in economic thought. For this thinker (1961), this capital consists of the accumulation of all major investments, which deal with: 1) health facilities and services, in education; 2) on-the-job training; 3) formal elementary, secondary and higher education; 4) study programs for adults not organized by firms, such as those offered to the rural population; 5) migration of individuals and families to take advantage of job opportunities and other factors that increase individual productivity and, consequently, the gains arising therefrom. In this way, as Schultz himself argued, workers became capitalists with the acquisition of knowledge and skills that have economic value.

Schultz (1961, p. 3) argues that knowledge and skills are largely the product of investments and, combined with other human investments, contribute predominantly to the productive superiority of technically developed countries. “Omitting them in the study of economic growth is like trying to explain Soviet ideology without Marx.”

It is known that Theory of Human Capital was disseminated from the first publications around the studies undertaken by Schultz (1960) in the Journal of Political Economy. This theory, as already mentioned, deals with a set of knowledge acquired from formal or non-formal education, close to the social and cultural experiences of individuals.

This theoretical framework not only provides intellectual growth but also increases the possibilities of absorption in the labor market in accordance with regional demands (Schultz, 1973, p. 18). However, that same economist warns that

> Although it is obvious that people acquire useful skills and knowledge, it is not obvious this skills and knowledge are a form of capital, that this capital is in substantial part a product of deliberate investment, that is has grown in Western societies at a much faster rate than conventional (nonhuman) capital, and that is growth may well be the most distinctive feature of the economic system.

From what was recommended by Schultz (1973), it can still be seen that there is a direct relationship between human capital and the distribution of income. “Changes in investments in human capital are a basic factor in reducing inequalities in personal income distribution” (Schultz, 1967, p. 82).

Schultz (1961, p. 5) stated that investments in human capital help to understand the “[…] three main questions closely linked to the enigma of economic growth”. First, the long-term behavior of the capital-income ratio is considered. It has been learned that a country, which has accumulated more reproducible capital in relation to land and labor, would use that capital in greater “depth”, due to the great abundance and low prices. But this scholar proves that, apparently, that is not what happens.

On the contrary, the estimates available today show that a smaller portion of this capital tends to be used in income, as economic growth continues. Must it be deduced that the capital-income ratio does not interfere in the explanation of poverty or opulence? Or that an increase in this ratio is not a prerequisite for economic growth? For the purpose of Schultz (1961), all that needs to be said is that these estimates of capital-income ratios refer only to a part of all capital. In particular, they exclude any human capital. This capital has grown at a rate substantially higher than reproducible capital. Therefore, it cannot be inferred from these estimates that the stock of all capital is decreasing in relation to income.

The second important question, in Schultz's (1961) view, is why national income has been growing faster than the combined total of land, hours worked per person and stock of physical capital. The explanation is in the returns to scale and in the improvement of the quality of the processes, particularly in the improvement of the human capacity to produce goods and services.

It is known that a small distance separates these two questions raised by the existing estimates of a third party, which leads to the heart of the problem, that is, the large and inexplicable increase in workers' real earnings. Could this be unexpected luck? Or labor markets in developing countries, the nature of rural-urban migration and adequate public policy? As stated by Lewis (1984), if conflict and debates are indices of intellectual activity, the subject (development economics) seems adequately controversial.

Schultz (1967, p. 17) further states:

> There is always a temptation to immediately address the most important problem with regard to the distribution of resources. In other words: how efficient have we been, in our decisions, private and official, with regard to the distribution of resources destined to education? For a country aware of its responsibility, the answer would involve giving education a high priority treatment. The economic test of efficiency would be to consider that neither excess nor scarcity of resources are being used to provide an optimal flow of educational services, meaning, therefore, that specific resources are being used in the most appropriate way to "produce" the said flow.

The Human Capital Theory considers a close approach to individuals and their needs. This fundamental characteristic, immanent to man, is just because the intrinsic perception of knowledge, with the needs of contemporary societies, is a potential source of present or future satisfaction, showing knowledge that will be reversed as a spiral of social and economic benefits. It also relates to the skills developed by individuals through education.

In other words, through the apprehension of knowledge, it is possible to increase skills both in the condition of specialized knowledge for the job, and in the perspective of freedom in the perception of the reality of the individual aware of his workforce.

It is said that the consequence of possible future economic benefits comes from access to new labor markets, as a corollary of training. It is understood that it is not possible to dissociate individual gains from the apprehension of knowledge and the aspirations for guarantees of freedom (Schultz, 1973a).

Still in the thinking of Schultz (1967, p. 53),

> [...] where men are free, human capital is not a negotiable asset, in the sense that it can be sold, it can undoubtedly be acquired, not as an asset element, which is acquired in the market itself, but through an investment in the individual himself. It follows that no person can separate himself from the human capital he has.

Human capital is the result of investment in man. As a result, there will be developments in the broad sense, changes in the dynamics of knowledge apprehension and culture. The Human Capital Theory represents, among other aspects, the degree of community empowerment for qualified work. This dynamic unfolds in the use of new technologies and a certain degree of innovation in both the public and private spheres (Fonseca, 1992).

Later, other theorists approached the Theory of Human Capital and one of these contemporary exponents, also a winner of the Nobel Prize in Economics in 1992, especially due to his studies on the referred capital and its approximations with education, is the economist Gary Becker (1993), who expressed his convictions about that Theory in his founding work Human Capital: a theoretical and empirical analysis, with special reference to education (1993).

Becker (1993, p. 19) agrees with Shultz (1961) in stating: “Human capital analysis assumes that schooling raises earnings and productivity mainly by providing knowledge, skills and a way of analyzing problems”. Is convinced that education gradually increases personal income and asserts that

> My book showed, and so have many other studies since then, that high school and college education in the United States greatly raise a person’s income, even after netting out direct and indirect cost of schooling, and after adjusting for the better Family backgrounds and greater abilities of more educated people (Becker, 1993, p. 17).

Likewise, Becker (1993) adds that this evidence is not only present in the United States, but also in several other countries in different reference periods in time. The salaries of the most educated people are almost always well above average and these gains are generally higher in less or developing countries.

The Human Capital Theory attaches importance to both formal (Basic, Secondary and Higher Education) and informal learning. It is observed that the graduates of Higher Education are not totally well prepared for the job market when they finish their courses, their improvement for the work is through training programs. On-the-job training or, as already mentioned, on the job training is an important source of increased earnings for professionals working in the market, as it increases their experience for the work performed and makes it more productive and specialized.

After a few years in the market, some professionals stabilize and remain in the same company for a long time. Becker (1993) attributes this fact in large part to what they have learned along their trajectory or in other courses or in these trainings.

This theorist also warns that job changes are more common among unskilled and low-educated workers than among those who strive to acquire knowledge over time, even considering the opening of markets and greater access to technologies and information. This can be seen with the example of Japan, where job changes are less frequent and investments on the job training are greater than that of Americans.

There is still some consideration, Malthus’s Theory of Population ([1820] 1996) advocated that, with the increase in income, people would get married earlier and fertility rates would increase. The Industrial Revolution proved just the opposite: fertility rates fell as per capita income increased in Western countries and the same can be seen in economies such as Taiwan and Mexico in periods of rapid economic growth. Becker (1993) considers that Malthus was contradicted.

The fall in fertility was also accompanied by advances in education and other types of training. The parents began to spend more with each child as their income grew, but they also started to have fewer offspring as predicted by the Human Capital Theory (Becker, 1993).

Thus, it is clear that individuals, of their own free will, decide to invest resources and their entertainment time in improving human capital in order to gain advantages in the future, since investments in it contribute to the real increase in their salaries and their market value. For Becker (1993), as already mentioned, investments in this type of capital are a rational choice of the professional according to the costs and benefits of this investment and exemplifies by stating that "the fraction of high school graduates who enter college fell in the middle from the seventies, when the benefits of university education decreased, and reappeared in the 1980s, when the benefits increased considerably" (Becker, 1993, p. 18).

Changes in women's education can be seen as yet another concrete example of this trend. Before the 60s, of the last century, few married women occupied jobs in the market and they preferred higher education courses in areas such as Education and Literature, which were more valued in marriage, as they demanded shorter working hours if they chose to go. for the labor market.

After that time, the scenario changed and they went to work outside the home, which increased the interest in other courses, which pay better. This has been noticed in several countries. It appears that changes in earnings from work had a greater effect on female behavior than traditional ideas regarding the role of women. Becker (1993) also points out that the trend of greater female participation in the labor market accelerated at the end of the 1970s, when full-time earnings grew more than in any other period, for both men and women.

Investments in human capital are growing, in the Western world, faster than those in conventional capital and the explanation for the economic differences between nations and regions may lie in investments in that capital, but this analysis is still complex. About this, Vaizey (1968, p. 170) already argued that

> Economic development makes urgent calls for education and the progress of education and knowledge, in turn, promotes economic development. It is difficult to determine which of the two should lead the race from a state of chronic delay.

Thus, it can be deduced that education is seen as an investment in human capital, consequently, the accumulation of this already specialized capital must be the cause of economic development.

For the purposes of this study, it is important to understand how education is made available, at the organizational level, with a view to improving human capital linked to business and this will be the topic addressed below. This is necessary, since the major economic agents have the support of important devices aimed at the formation of human capital, the Corporate Universities.

3.3 Corporate Education

Organizations are fundamentally made up of people who contribute to their performance and success through their actions and the training of these employees favors the company globally. Thus, according to the PricewaterhouseCoopers (PWC) consultancy (2016. p. 1), "The systems of corporate education have, therefore, a fundamental role in improving the competitiveness of business and indirectly, of the very social conditions of the parents."

The PWC (2016, p. 4) continues the reasoning, stating that

> The development of a country necessarily depends on the results in the area of education. Despite the advance in investments made in recent years, the level of education in Brazil is still far from what is expected for the country to achieve economic competitiveness and overcome social and regional inequalities. As a consequence of this educational scenario, companies in Brazil have great difficulty in finding the professionals with the necessary qualifications to implement their business strategy.

Today, the view that strategy depends on learning has become very popular and it depends on the development of individuals' capacities. This approach tends to consider strategic administration as a "collective learning" process, which aims to develop and explore distinct competencies, difficult to be imitated, providing competitive advantage for organizations (Prahalad, Hamel, 1990, p. 82).

According to Hall (2002), human capital is the sum of everyone's knowledge within a company, which provides it with a differential and a unique positioning in the market, being, therefore, the result of interaction and collaboration between people, sharing and of continuous learning in an organization.

Still following the reasoning of Hall (2002), a company that only invests in machines, equipment and technologies does not make a difference anymore, since equipment and technologies are goods available on the market and any corporation can acquire them; while intellectual capital, an intangible asset and with peculiarly generated value, belongs not only to the economic agent, but to each employee.

In order to understand how education should be processed at the corporate level, PWC (2016, p. 5) developed a model for the strategic management of this type of education, which assumes that the system should enable "[...] the strategic objectives of organization, through the construction of the necessary competencies, the alignment of the professionals' behaviors and the development of the corporate culture ", that is, to improve human capital so that it increases its value and, consequently, the organization's value, region and country.

With a focus on fulfilling this purpose, the referred system ends up articulating three main aspects:

1) the strategic positioning of professional development, which outlines the mission and objectives of the EC system, and verbalizes its value proposal, that is, it explains why the company should invest in organizational learning;
2) the EC's business and corporate governance model "[...] defines the organization and management architecture so that the education system meets its objectives" (PWC, 2016, p. 6); and
3) its operation model "[...] defines the processes and infrastructure necessary for the system to generate the expected results" (PWC, 2016, p. 6).

This so-called corporate education can take place either as Training and Development (T&D) or as the well-known Corporate Universities. For the purposes of this work, attention was focused only on the second.

Tarapanoff (2004, p. 17), historiographing on the phenomenon of the Corporate University (UC), states that this

> [...] emerged as an unfolding or deepening of the training activities of Human Resources Departments in companies. In the beginning, its focus in the United States was on training its employees, seeking to improve professional skills and proficiency in their activity within the corporation (development of expertise). Since its inception, it reflected a clear engagement of the industry with the education of its employees — the type of education that can maintain the company's competitiveness (Davis, Botkin, 1994).

There are some definitions for what UCs are, but for this study, Mark Allen's (2002, pp. 9-10) applies more appropriately, namely:

> An educational entity that becomes a strategic instrument. Designed to assist your organization (maintainer) in achieving its mission, in conducting activities that create the culture of individual and organizational learning, and lead to knowledge and wisdom.

This concept clearly explains that the corporate university is a strategic instrument, among the many that the organization has at its disposal, which aims to help its support organization to fulfill its mission, improve its business and increase competitiveness also in relation to your competitors. how to return better human capital to the region. Today, it is constantly emphasized that what makes a university truly corporate is its link to strategy.

Fresina (1997) points out three distinct strategic roles that these educational institutions can play:

A) reinforcing and perpetuating behaviors: here, the main concern is to provide training courses and experiences that reflect and reinforce the culture and values that belong to the organization;

B) management of the change process: in this, the main concern is to introduce and promote organizational change initiatives, in this way, programs and activities are designed in order to facilitate the formulation and implementation of strategic change; and finally; e

C) direct and shape the corporation: which is, perhaps, the most ambitious concern and, by inference, the least visible, in it leaders use UC as the driving force to shape the direction of future businesses, therefore, programs and initiatives of Change aims to explore new contexts and future alternatives for economic agents.

For that, Tarapanoff (2004) argues that the best corporate universities are those that exist to help corporations achieve their goals. Each economic agent exists for a reason and this is usually explained in its mission. Most companies develop strategies or plans to fulfill this mission. Having a corporate university should not be seen as an organizational goal, but as an instrument to help the company achieve its goals. Understood in this way, this type of university ends up being a powerful instrument to help the institution achieve its objectives and overcome possible obstacles.

From there, still in the economic field, the vision for the region and its issues will narrow, mainly with regard to its development and the factors that contribute to it. In this way, we will start by understanding Economic Science, which is the basis for that development.

4. Conclusions

In this literature review, it was possible to reinforce the relationship between the areas of Economic Development and Human Capital, detesting the difference between “development” and “growth”, knowing that both are interconnected. Economics principles defended by classical authors, founders of economic thought, were revisited, as well as contemporary views by more current authors.

In all the researched texts, the connection between education and income and the impacts on economic growth and development are clear and widely discussed. Companies that reproduce capital adopt an important competitive investment strategy in the formation of work teams.

For this, they use the equipment called “Corporate Universities”, which are responsible for basic or professional training for the exercise of business activities. The company teaching exactly what it needs the worker to know. There are already some works addressing corporate education and empirically, through case studies, connecting them to the formation of human capital. However, the purpose of this text was to expand the possible discussions both between development and human capital, observing the theories addressed, and between corporate education and economic development of countries, regions and organizations, in the dimensions of education and remuneration or income.

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