Knowledge, and Self-Learning as drivers of regional development: tips to reflect about the angolan reality

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Abstract

The foundations of the angolan competitiveness, except the sectors of oil and diamonds, are the comparative advantages derived from the classical production factors: available hand labor, land and capital. In the new paradigm of regional development economy, these advantages are no longer relevant, mainly in view of the "new" production factor knowledge.

The need to provide training courses that are more than sets of subjects (Baker & Siryk, 1989; Ferreira, 1991), and promote academic experience scenarios in which students actively participate in the construction of their training, thus stimulating self-learning (eg. Fouad & Smith, 1996; Gainor & Lent, 1998; Hackett, Betz, House & Rocha-Singh, 1992; Lapan, Boggs & Morrill, 1989; Lent, Brown & Larkin, 1984, 1986; Lent, Lopez & Bieschke, 1991, 1993) are essential in this development objective. The productivity of enterprises is a complex issue, difficult to understand, where the individual must always emerge as essential in this process.

Already in 1964, Blau and his Social Exchange Theory addresses the need to link processes and people, social exchanges between managers and employees maximize productivity processes in companies. Training is one of the internal processes of the hardest businesses to understand the level of organizational impact and individual (Kirkpatrick, 1979) but the level of organizational and personal development is one that translates most obvious and direct benefits to the individual through the passage of knowledge. Our work is theoretical basis the "theories of regional imbalance", with the most recognized representatives François Perroux (1955), Hirschman (1957 and 1958) and Kaldor (1967), the Causality Circular and Cumulative Model (Myrdal, 1957) and Model of Adjustment and Welfare under regulatory living conditions (Lent, Brown & Hackett, 2006). The common denominator of his thought was that the free play of market forces would not tend to the internal economic balance, but that the "Backwash effects" (adverse effects on the periphery) more than offset the "Spreadwash..."
effects" (positive effects). The differentiating factor of this work lies in the presentation of the driving force of regional development: the "production factor" knowledge / education and spatial differences and the under-valuation which has been subject.

Key-Words: regional development, asymmetries, productivity, self-learning, education

Introduction
The genesis of this work is the perceived need and opportunity to examine the importance of knowledge / education for regional competitiveness in order to bring contributions to authorize inform socio-economic mechanisms and processes that enable reverse this trend of growing inequalities and maximizing the appearance of regional development initiatives.
During the course of this text we present several theoretical aspects that allow us to witness the increasingly important factor Education / Knowledge in the Theories of regional development and its adjustment to take territorial competitiveness. So, initially, we will proceed to the conceptualization of the issue of regional development and expose theories framed by the paradigm of exogenous development: neoclassical theory and theories of uneven development and, finally, will be analyzed and interpreted the theories of endogenous development. In a next step, we expose the concept of competitiveness and dimensions and, before the conclusions of this work a confrontation will be implemented among some economic and social indicators of large Angolan regional areas, which allow patenting strong inter-regional differences in the country.

1. General Background

Several authors (e.g.: Porter, 1990; Lopes, 1998; Huggins, 2003) have proposed models that aim to evaluate the competitiveness of a region on the basis of certain variables, endogenous and exogenous. Despite the diversity of models there is some uniformity regarding the inclusion of certain variables as explanatory of regional competitiveness. Variables such as the regional allocation of resources, qualification of human capital, the establishment of networks of cooperation between regional actors and dynamics of innovation are systematically presented as factors of regional competitiveness. Throughout this work, will be used several key concepts - regional development, regional competitiveness and innovation - which, by their importance, should be clearly defined. According Aydalot (1985), the development was traditionally viewed as a set of quantitative changes in the variables and product yield; was based on a functionalist perspective in that space was only the physical support of economic
activities. The modern concept of development goes into break with this logic and proposes a return to territorial perspective: it's a local framework for the development of local resources, with the participation of local actors that development can really respond to people's needs. In this context, the definition of Blakely (1994), according to which regional development is the effort made by a community in the use of their physical, human, social and economic in order to create a self-sustaining economic system, it is now highly valued day. The issue of regional development is traditionally framed by two paradigms: the exogenous paradigm of economistic character that explains the development based on the accumulation of wealth resulting from the free play of markets and the involvement of regional businesses in trade flows; the emphasis is on industrialization and productive specialization as sources of competitive advantage of a region. In contrast, the endogenous paradigm highlights the issues related to the acquisition of skills of human resources, which will create a potential for innovation which will be reflected positively on the regional economy. In this study, adopt shall be endogenous paradigm since it is the only one that considers spatial organization as an autonomous and differentiated factor. The concepts of development and regional competitiveness, though conceptually distinct, are articulated as any regional development process will only make sense if, in fact, be able to improve the region's competitiveness in the global context in which it is inserted. The definition proposed by Lopes (1998) territorial competitiveness as "a conceptual reality, which expresses the ability of a given territorial community to ensure the economic conditions of sustainable development" is the one that best reflects the interdependence between the two concepts. And regional competitiveness seen as the ability of regions to provide both successful business conditions (measured by participation of companies in the global market) and a high standard of living to the population 

(Fagerberg et al., 2004) becomes necessary identify the factors that determine competitiveness of a region. One such factor is innovation. Drucker (1986) refers to innovation as the action that endows resources with a new capacity to create wealth and considers it as the specific instrument of entrepreneurship. However, the broader definition is proposed by Silva (2003) that defines innovation as "a non-linear process, evolutionary, complex and interactive learning and relationships between the company and its environment." Here underscores the continuity of the innovative practices must take, as well as the necessary link between all company sectors and external collaboration with other companies, financial institutions, vocational training, consultancy, universities and research centers and bodies local and central government.

This definition, beyond its scope, presents particularly interesting in the context of this work, as it introduces a central element in our main hypothesis: Education / Knowledge as a driving factor of regional development. Our current reality of the working world is very different from what it was a few decades ago. This radical
change on this issue requires adaptations of the whole society with a view to further adjustment of perspectives, aspirations and desires of the population in relation to the reality of the working environment. One of the strategies adopted by many individuals is increasingly invest in a good academic training, in order to broaden the range of employment options after completing the training. Also the model of Triple Helix is based on the basic assumption that in a knowledge-based economy, innovation arises from the interactions between companies (the center of production), higher education institutions (the source of knowledge and technology) and the various organizations, central and local government (which perform support activities and support for innovation) (Jacob, 2006). In our current context, in which an academic education does not represent in itself a passport to a corresponding quality employment, there is a growing concern among students and educational institutions with the adjustment of their students (Bowers, Dickeman & Fuqua, 2001). The transition from education to the world of work is described in the literature as a complex and multidimensional process, which comprises different dimensions that are interlinked: personal, social and academic and the involvement of multiple factors, both intrapersonal nature, as nature contextual. Educational institutions responsible for, among other educational aspects, provide education for citizenship and preparation for life in its many constraints, not only the test for employment. However, in practice this item is undoubtedly the one that imposes the ultimate goal of most students who pursue their studies. Train individuals adjusted to the career, endowed with sufficiently broad and flexible knowledge and skills to become the ultimate goal of the educational chain, where each link should connect and articulate a coherent whole meet these objectives. Thus are created conditions for adaptation to the labor market, whose dialogue is not limited to the market, but to society as a whole. Then they present several theoretical perspectives in order to verify / confirm the growing importance of Education / Knowledge factor in theories of regional development and its suitability for the study of territorial competitiveness. So will be going conceptualize the issue of regional development and to present theories framed by the paradigm of exogenous development: neoclassical theory and theories of uneven development and, finally, theories of endogenous development will be developed. In a next step and in accordance with the structure proposed in the General Framework, will present it concept and dimension of competitiveness.

2. Explanatory Models of Regional Development

Any process of regional development will only make sense if, in fact, be able to improve the region's competitiveness in the broader context and extended in which it is inserted. The construction of territorial competitiveness goes through the understanding of the determinants of the regions development momentum. Paradigms of Regional Development mentioned above are characterized as follows:
the exogenous paradigm of character economist, explains the development based on
the accumulation of wealth resulting from the free play of markets and the
involvement of regional companies on trade flows. The emphasis is placed on the
industrialization and production specialization as sources of competitive advantage of
a region. In contrast, the endogenous paradigm highlights the issues related to the
acquisition of skills of human resources, which will create a potential for innovation
which will be reflected positively on the regional economy.

2.1. Neoclassical Perspective on Regional Development
The neoclassical view of regional development is based on two basic principles
according Blakely (1994): balance and mobility of factors of production. According to
this theory all economic systems tend naturally to equilibrium since there is no
restriction to the flow factors.
The spatial distribution of resources is explained, according to this theory, as follows:
considering two regions and a production function with two variable factors - labor
and capital and admitting that one of them there is an intensification of capital, hence
will result in an increase in productivity marginal labor and the consequent rise in its
price, namely salary and a decrease in the marginal productivity of capital input with
the consequent reduction in their remuneration. In a scenario of perfect mobility of
resources and an economic logic, the labor will be attracted and repelled the capital
factor. The scale factors between the two regions to change but there will be a
tendency for the balance as the marginal productivities of the two factors tend to
equalize in both regions (Aydalot, 1985; Blakely, 1994). These market selfacting
regulatory mechanisms where an imbalance occurs factor. The normal situation at
regional level is thus stable equilibrium (steady-state): and the optimal convergence
result of perfect mobility factors (Aydalot, 1985). Neoclassical theory, based on the
principle of the free market operation, attaches little importance to regional and
measures to combat interregional asymmetries policies. In conclusion it can be said
that the neoclassical theory only incorporated important elements in explaining
regional disparities, such as the circulation flow of resources between regions and
between sectors.

2.2. Theories of Uneven Development
From the mid-50 began to emerge new explanatory theories of regional development.
These theories are usually designated by theories of uneven development since they
are based on the assumption that the development is not spatially uniform and
balanced phenomenon. The most important authors of this current are Perroux,
Myrdal and Friedman who had several explanatory models of development (Lopes,
1984; Aydalot, 1985 ;), among which stand out the model of growth poles, the circular
causality model and cumulative. As stated and according to
Santos (2005) "neoclassical theory attributed to market mechanisms a corrective role that work automatically whenever the system equilibrium was disturbed and disorders arise in the spatial allocation of productive resources." The mobility of production factors would trigger the self-adjustment mechanisms that would cease when the marginal productivity of the factors are equal, and thus the initial equilibrium will be restored (Aydalot, 1985). The theories of uneven development put this principle (balance) concerned. Perroux argues that the growth effects will be spread unevenly, either on the territory and on the activities that it develops (Aydalot, 1985). Myrdal (1957) rejects the concept of stable equilibrium, saying that in a social system there is no tendency for self-stabilization. For this author, the effects of the action / reaction does not occur in the opposite direction (in the reaction tends to counteract the action), but on a cumulative effect on the reaction tends to intensify the action and thus to explain the differential development between countries and between regions within the same country (Albert, 2009). It seems so relevant to point out right from the importance of this contribution from Myrdal to modern regional development theories as it relates without any room for doubt, the existence of regional differences and their justifications. The model advocated by Myrdal (Causality Circular and cumulatively Model CCC model) will be analyzed so already then.

2.3. Model of Circular and Cumulative Causality

The model of circular and cumulative causality developed by Myrdal in 1957, assumes that imbalances are circular and cumulative ie "once obtained an advantage of growth for a given region, it will be kept making persistent regional growth differences "(Lopes, 1984). Likewise, adverse events such as the closing production unit will generate effects that tend to accentuate the declining region. Through this model, Myrdal tried to explain the effect of dominance that the richest and most developed regions had on the poorest regions: the remuneration of factors of production, namely labor and capital is greatest in the first, then generate it will be an effect attractiveness of these factors. The result is a downward trend in the poorest regions and the accumulation of inputs in the wealthier regions. The poorest regions will lose thus productivity and accentuate disparities between regions will be cumulatively.

Whereas, is the hand-work of younger and more skilled (hence better paid) that which migrates first, check would be a short-term decrease in income and regional demand; this decrease would worsen as the population aging process is accentuated. To counter this negative trend, Myrdal (1957) advocated the implementation of public policy interventions.
2.4. Territorial perspective
From the 80s of XX century, it is found in many countries, accentuating regional disparities which will challenge the regional development model followed until then. In this context it come the territorial approaches that focus on the development potential specific to each territory: a conception of development is exogenous to an endogenous conception. The key question for regional development ceases to be the region’s ability to attract foreign investment and focuses on the conditions and internal capabilities of each region for their productive transformation.

2.5. Synthesis
Research on regional development tries to explain how the region and its physical, cultural, economic and social hang together, creating important dynamics and leading to an increase in regional income and quality of life of the population.

The first paradigm of development - exogenous development - minimizing the intrinsic and structural characteristics of the regions and focused on an economistic explanation of the development based on the principle of the free functioning of markets. It appears, however, one of the models "innovation" and that within this paradigm is the Model CCC (Myrdal, 1957).

According to him the mobility of factors of production in the medium term, accentuate the inequality of conditions and the dominance of the most developed regions of less developed. However the lack of response from most classic models to explain the profound changes taking place, partly determined by the phenomenon of globalization, led to the emergence of a new paradigm - endógeno- development that puts the territorial issues at the center of debate deepening criticism of the CCC model bases. Aydalot (1985) reported that endogenous development is the flexibility in opposition to the rigidity of the classical forms of organization, and is the basis of an innovative society.

From the point of view of analysis of territorial competitiveness it is also the most appropriate paradigm since it is the only one that considers spatial organization as an autonomous and differentiated factor, creating the foundation for the introduction of the "new factor of production": the knowledge.

According to Teixeira (2002), the end of the study paths means the transition to the establishment of new professional goals that implies the planning of the future, through a reassessment of the choices made, the experiences so far and also an anticipation of the future close. Not only at the professional level, but also at a personal level. This time of transformation in the professional area is influenced, among other things, the beliefs of self-efficacy that the students have of their abilities and the powers required by the labor market.

According to Vieira and Coimbra (2006), educational institutions should offer intervention programs favoring the perception of support to students who were at the
end of the course and, consequently, in the transition to work. These programs in which students should have opportunities to discuss issues related to their employability. It should also be a stage, par excellence, where the self-efficacy beliefs could be encouraged, since, according to these authors, these beliefs would help the student not only the appropriate choices of activities, such as the strategies used to achieve the goals, involving the effort and persistence.

3. Competitiveness: Concepts and Dimensions

Although the most discussed economic issues and analyzed at present, the concept of competitive requires also a precise definition, since it is adapted sometimes bit valid manner to different levels of analysis considered: company sector region, country or supranational region (Krugman, 1994; Pereira, 2005).

Although all levels of analysis referred to above and in need of distinct indicators for objectify their different competitive performance, it turns out that the concept of competitiveness and the tools and means to achieve have been presenting progressive in character, depending, strongly dominant economic paradigm over time. At first, the paradigm that governed the competitiveness based on the principle of comparative advantage which explained the competitiveness (either at company level or at the regional level) through the allocation of productive resources. Currently, the competitive advantages tend to be explained by a number of intangibles such as quality, image, technological knowledge, research and innovation (Morgan et al., 2000; Matthew et al., 2000). The emphasis given to innovation and technological expertise, coupled with the complexity of implementing an innovation system led to greater interaction between the agents involved. Many companies, due to their size, did not have sufficient capital or human resources to go ahead with its own system of research and innovation, thus resulting in so-called "organizational networks". According Gomes and Sugano (2006), one of the major advantages of these networks is the learning opportunity, since, in addition to the transmission and sharing of knowledge, it generates new knowledge.

Starting from the fact that innovation does not appear uniformly Crevoisier (2004) concludes that the territory can generate the resources and actors needed for innovation: the knowhow appears in the form of resources intrinsic to this region and are regularly "renewed "by economic activity and by the action of regional institutions, notably as regards education, training, research and experimental development (Asheim and Isaksen, 2002). These regional networks should foster the emergence of innovative systems that constitute one of the key factors to increase competitive performance, whether companies or the region where they are located. This increased competition will result especially increasing the qualification of human resources as a
result of the implementation of educational policies and appropriate training and based on the concept of learning throughout life (Veliyath and Zahra, 2000)

3.1. Competitiveness and Location

The identification of factors of competitiveness, the issue of the company's location has earned a broad debate among the scientific community. Porter (1990) relates the business success with a certain degree of geographical clustering, which means that companies derive competitive advantages of the existence of other companies (listed and / or support), private organizations (member associations - professionals, example) or public (schools, research centers, etc.) in a given location. This idea is supported by empirical data (Krugman, 1998) showing that economic activity tends to focus on well-defined areas. Other things being equal companies prefer to settle in areas with good access to markets but at the same time market access is likely to increase in areas where the companies are solved fix. Based on this evidence comes from the hypothesis that the production process is cumulative concentration, or the concentration of companies in a certain geographical area, allows to obtain savings agglomeration generate an increasing competitive advantage.

Here we can bridge the gap with the CCC model developed by Myrdal in 1957, it assumes that imbalances are circular and cumulative ie "once obtained an advantage of growth for a given region, it will be kept making persistent the regional growth differences "(Lopes, 1984).

Assuming that the location is a source of business competitiveness means that one can not dissociate the company in the region where it operates. Thus, it is necessary to understand what the attraction factors that a region can offer for companies there to install and how these factors may (or may not) be marked by the joint activity of all regional actors. This means that the territorial units compete with each other, compete in the provision of conditions for attracting investment and attraction of qualified human resources (among other factors); regions are distinct because of its location, which results in different conditions of access to markets because they provide different conditions for human activities and / or because they have specific natural resources. These are all differentiating factors that shape the competitiveness of a region.
3.2. Regional Competitiveness models

3.2.1. Competitiveness Diamond

After studying the competitiveness at the enterprise level and sector of activity and have developed methodological tools for its analysis, Porter (1990) focuses its analysis to a more restricted level and attempts to answer the question: why some nations succeed and others fail in international competition? A few environmental attributes in which companies compete, Porter joined government action and the role of chance (events beyond the control of companies) and thus defined the "diamond of competitiveness". In diamond, the effect generated by a key depends on the successful application of the other (Porter, 1990). The competitiveness of the sector results, then the relational structure evidenced by the integration of the determinants that make up the diamond; national conditions are also not conducive to all business sectors, so countries are more likely to succeed in industries or industry segments where the diamond is more favorable. The different national diamond settings explain why the companies of a sector of activity in a given location can higher levels of productivity for similar but companies based elsewhere. Also this author attaches significant importance to the quality and availability of the characteristic productive factors in each region, including the qualification of human resources (or "knowledge resources"), and then referred to as one of the determinants of competitiveness and, according to Porter (1990 ) can be grouped into the following categories: - Human resources: quantity, capacity and cost of hand labor, taking into account the labor law and the work ethic of a country; - Physical resources: abundance, quality, accessibility, cost of land, water, minerals, wood, electrical power, fisheries and other physical characteristics of the country. Climatic conditions, the location, the geographical size and the time zone are also physical resources that can generate competitive advantages; - Resources of knowledge: that the country has stock of scientific knowledge, technical and market. These resources are generally in the higher education institutions and research and experimentation institutions, public and private.

3.2.2. Spatial Competitive Performance Model

The model proposed by Lopes (1998) incorporates three dimensions as a whole will determine the competitive performance of the territory. The first, said business, results of the local productive sector dynamics, including the capacity for strategic management, the use of production models adapted to the nature of competition and access to innovation; the second dimension, territorial actual results of the local pattern of comparative advantages, particularly in the allocation of primary resources and the drive to create advanced features; the third and final dimension of
organizational nature, refers to the joints between the territory and its macro-environment. Next will be to conduct a more detailed explanation of these analytical dimensions: - Local standard comparative advantages, since it is the most relevant to our analysis. This dimension is linked to the existence of production factors that differentiate a territory against other.

Given the current competitive paradigm, the most important factors for the formation of comparative advantages are qualified human resources and a high capacity for innovation that is embodied in the production of different goods and services. Depending on the relevance to take the competitive paradigm, the inputs can, in perspective Lopes (1998), be subdivided into primary or advanced. Among the factors advanced the author gives special emphasis to the development of the local market, local human capital and local service offering. Regarding the human capital of a territory, the author’s perspective states that "is the result of basic educational effort in conjunction with the professional population qualifications, whether formal or tinted type by the knowledge gained from experience" (Lopes, 1998). For the author, the qualification of human resources and synergies associated with their productive use play a decisive role in the competitiveness of the territory. This means that, alongside a strong investment in education and training, is necessary to create the conditions, economic and social, that the hand labor to remain in the region and thus to establish a cumulative process of interaction between development of the territory and its human capital.

We can now make an extrapolation of these findings for the development of Angola. A brief reflection that we present in the following paragraphs is to the static nuclear comparison point between a few but illustrative, economic and social indicators of major regional areas, which reflect strong inter-regional differences in the country.

In Angola there are serious internal regional imbalances. The 27 years of war is one of the explanatory reasons, to have accentuated the rural exodus and put migration at levels never happened in the country. The spread of economic growth is now a major challenge. Empirical evidence until 2006 (available) denounced excessive and economically counterproductive concentration of growth and its results in 5% of the population, half a dozen industrial sectors, 0.18% of the national territory and a small number of exportable products demonstrating startling regional differences.

Reducing regional disparities, through which it can lead economic growth and its benefits to the country, should be the new, next case study of Angola. So that Angola will become a country where regional disparities to confine the comparative advantages of each province or to cultural and historical differences, one has to start by economic and social policies to ensure the storage of the population to regions other than Luanda and the coast al. Education and training systems are the biggest short-term results, to postpone the entry of the working population in the labor market. At the same time, stimulate economic growth policies should push investors and entrepreneurs to locate their businesses and activities within the country.
In 2006 over 77% of companies were active in Luanda, Benguela, Kwanza Sul, Cabinda and Namibe. Luanda (with an area of 2257 square kilometers), accounted for 75.1% of overall turnover in the country, 55% of the total number of companies and establishments and 32.3% of total employment (with the partial 25.3% of public employment and 64.3% of business employment, public and private). In 2011, the expenses of the Ministry of Higher Education, Science and Technology, a total of 38,296,959,112.00 kwanzas, were divided into 20% for the Province of Luanda, to Huambo 6% and about 1.1% for Lunda Norte. Out of curiosity comparison, the Ministry of Agriculture and Rural Development and Fisheries had a budget: 46,501,936,126.00 kwanzas.

5. Conclusion

This study found evidence that allow the finding that the various theoretical perspectives of regional development, as well as the study of territorial competitiveness framed by the endogenous development paradigm (and even within the exogenous paradigm of regional development, the CCC model) emphasize the importance increasing the productive factor "Education / Knowledge" as a driving force of regional development.

Albeit briefly, in the final phase of this work, there are also noteworthy, comparatively, economic and social indicators of large areas, which reflect strong inter-regional differences in the country.

In our view, based on the findings and research carried out in this paper, these disparities could be alleviated with a stronger investment in education and training component of the human capital of the Angolan different regions.

Bibliographic references


