

ORIGIN AND FORMATION OF THE STATE EDUCATION SYSTEM SUPERIOR OF BAHIA: a critical analysis of the process in a historical context

ORIGIN AND FORMATION OF THE SYSTEM OF HIGHER EDUCATION OF THE STATE OF BAHIA: a critical analysis of such a process in a historical context.

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Abstract: This article aims to address the origin and expansion of the state higher education system in the state of Bahia. Based on exploratory research and bibliographical research, the following questions are raised: What are the determining factors for the internalization and expansion of higher education in geoeducational centers in the interior of Bahia? What are the impacts of the internalization and expansion of higher education in the regions of insertion and in the region around them? What are the effective contributions of state universities to fulfill their social commitment? With this itinerary, we aim to understand, based on the literature on the subject, the entire process that involved the political choice of the state government to promote the internalization and expansion of higher education as a basic strategy for regional development.

Keywords: Interiorization and Expansion of State Higher Education. University. Bahia. Regional Development

Abstract: This article aims to address the origin and expansion of the state system of higher education of the State of Bahia. Based on an exploratory research and a bibliographical research, the following questions are led to reflection: What are the determining factors for the internalization and expansion of higher education in geo-educational centers in the interior of Bahia? What are the impacts of the internalization and expansion of higher education in the insertion regions and the surrounding region? What are the effective contributions of state universities to fulfill their social commitment? With this itinerary, we want to understand, based on the literature on the subject, the whole process that involved the political choice of the state government to promote the internalization and expansion of higher education as a basic strategy for regional development.

Keywords: Origin. Expansion. Internalization. Higher Education. Regional Development.

1. Introduction

It is commonplace to conceive of education as a strategic factor for development.

taking a look at our surroundings, it is possible to identify several examples of the effects

from education to social mobility, to the development of peoples, to the

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emancipation of the individual and for the construction of citizenship. Without a doubt, education is offered as a relevant resource for the autonomy of the subject, as it creates the conditions for him to understand, interpret and interfere in the reality that is his relevant.

As Mézáros argues,

The role of education is sovereign, both for the development of appropriate and adequate strategies to change the objective conditions of reproduction, and for the conscious self-change of individuals called to achieve the creation of a radically different metabolic social order (MÉSZÁROS, 2005, p.65)

There have been many examples of cultures and countries that have developed with the aim of education as a priority path. This assumption was not unheard of in Bahia. The strategic development option, set out in the Bahia Development Plan (PLANDEB), taking into account the critical panorama of the time, despite conferring priority to economic development, also favors development social, by choosing education as a strategic resource to make the integrated sectoral development and incorporate, in the set of planned actions,

[...] an education program, comprising supplying the deficiencies in basic education for the school-age population and in accordance with constitutional imperative, and expanding opportunities for training and improvement in the techniques immediately required at the current stage of the development process [...] (BAHIA – CPE, 1970, fls. 19-20 *apud* SPINOLA, 2009a, p. 282).

It is evident, under such conditions, that the beginning of the process of interiorization and expansion of state higher education, at the end of the sixties, suggests that education makes strategic for regional development, in conjunction with the proposal of PLANDEB, to promote integrated development between industry, commerce and services. This perspective suggests the existence of a close link between education and income. At this point, it is important to bring the vision of the policy proposed by PLANDEB, in what concerns the role and perspective given to education, in the context of development of Bahia:

[...] the dominant guideline is to use education as an instrument of economic and social development. It is based on the concept that if education cannot, by itself, determine or condition development, there is no denying that it is - if well oriented in this sense - a strong increase in the development process, as an investment of social capital aimed at valuing man through the convenient and timely preparation of the workforce for new tasks in industry, in the field and in services (PLANDEB, 1963, p.7).

Based on this conception, it is proposed to establish a historical framework to identify the motivations that drove the internalization of the state education system higher and then its expansion. Thus, understanding this course of action requires identify the socioeconomic and political scenarios of the period that preceded it and, at the same time, drove this process. Certainly, the theme allows for eclectic possibilities approach. However, to enter this field of discussion, in view of the proposal admitted here, the implications of the state policy are highlighted higher education with the history of Brazilian higher education. Then, more specifically, it addresses the implementation of public universities state as a strategy for spatial deconcentration of higher education and regional development.

2. THE BEGINNING OF THE BEGINNING: the inevitable historical journey to understanding the context in which the phenomenon occurs.

Upon assuming the government of the State of Bahia, Otávio Mangabeira (1946-1950) was faced with with a stationary economy, a situation that came to be called the “enigma Bahian” (SPINOLA, 2009; ALBAN, 2005). At that time, between 1940 and 1950, the Bahian economy, taking into account its limited participation in the national economy, presented a mismatch *vis-à-vis* states in the Southeast region, notably, São Paul and Rio de Janeiro.

At that time, Bahia was experiencing its “transformation from a hegemonic region into a peripheral region” (ALBAN, 2005, p. 2). Faced with this situation, the government agenda the political will to promote economic development is made explicit and social of Bahia having as a strategic resource the integrated development of the sectors industrial, commercial and service sectors, associated with priority actions in the field of education. The situation, given its gravity, generated discussions among Bahian intellectuals. In its peak, illustrious figures of Bahian intellectuals stand out, such as Pinto Aguiar, Luis Henrique Dias Tavares, Rômulo Almeida, Clemente Mariani, who were looking for understand the reasons for the decline of the Bahian economy and its lack of industrialization (*deindustrialization*), while they intended to gather arguments in favor of national need for its recovery in order to unravel and overcome the “enigma Bahian” (SPINOLA, 2009; ALBAN, 2005). In short, the “Bahian enigma” consisted of to know why Bahia was not industrialized or why it was “*deindustrialized*”.

Fundamental factors, mostly of an economic nature, explained the situation stationary state of the Bahian economy. Among them, the following stand out: the loss of importance of sugar in foreign trade and its crisis with the end of slavery (MARIANI, 1977 *apud* SPINOLA, 2009, p. 84); the almost non-existent immigration (ALMEIDA, 1977, *apud* SPÍNOLA 2009, p. 83); the low purchasing power of the local market; the resistance of agrarian-exporting capital to the growth of industry; the labor force little qualified; the lack of internal savings; the lack of basic inputs and market local consumer (AGUIAR, 1958); the low vocation of the agrarian-exporting elite for the entrepreneurship; technological backwardness and the existence of a large contingent of illiterate, resulting from the lack of education of blacks, who represented the majority of the population of Salvador and were excluded from the educational system (SPINOLA, 2009). This analysis framework brought a desolate diagnosis. It demonstrated that Bahia did not have the minimum conditions necessary for industrial development. At the same time as it was perplexed by such panorama, Bahia cherished the expectation of reversing this involutory dynamic, by through planning (ALBAN, 2005).

“Bahian regional planning [...] had its most authentic expression in Plandeb which, published in 1959, influenced government actions in Bahia until the 1980s” (SPINOLA, 2003, p. 101). Among a wide range of proposals, the Plan of Development of Bahia (PLANDEB), inspired by the ECLAC vision, intended boost the economic and social development of the State, with the flagship being industrialization. In addition to reporting on the effectiveness of public spending, PLANDEB dealt with important issues related to education and health, as well as with the integrated development of economic sectors (SPINOLA 2009a, p. 277; 2009b, p. 19). In this context, given the developments in development policy implemented from the 60s onwards and taken on by subsequent governments, the second period of the industrialization process in Bahia (between the end of the 60s and early 80s), when the State experienced a significant pace of growth. Industrialization actions are intensifying, especially in the Region Metropolitan Region of Salvador (RMS), with the implementation of the Aratu Industrial Center (CIA), in 1966, of the Camaçari Petrochemical Complex (COPEC), in 1978, and with the extraction and processing of oil in Recôncavo by Petróleo do Brasil SA (PETROBRAS) (TEIXEIRA; GUERRA, 2000; SPINOLA, 2003, p. 137).

The process of industrial concentration in the Metropolitan Region of Salvador (RMS) made clear the deepening of inequalities within the territory Bahian, because the interior of the State was in stagnation. Thus, to meet regional development policy, mitigate imbalances between regions and promote industrial deconcentration around the RMS, was created in 1970, in municipality of Feira de Santana, the Subaé Industrial Center (CIS), first District Industrial (DI) of the interior of the State. They were then prepared by the Secretariat of Industry and Commerce (SIC), in 1974, the master plans for the industrial districts of Ilheus, Vitoria da Conquista, Jequié and Juazeiro.

The choice of municipalities for the implementation of DI was guided by "criteria defining regional polarization by cities that at the time already played a role central in the urban functional hierarchy of the State" (SPINOLA, 2003, p. 204). For this purpose, demographic aspects, infrastructure were chosen as reference bases basic available, strategic geographic location and potential to bring together regional economic activities, among others that arose at that time, as an attractive factor for industrial location.

Following the pace of the developmental wave that enveloped the country from the decade onwards of 60, and pursuing the objectives of its industrial deconcentration project and development, the government of the State of Bahia assumes the political option of implement a bold program for the internalization of higher education, in view of the absence of the Union in promoting its expansion in the territory of Bahia. For this purpose, establishes the spatial organization of higher education in the State in close in line with the division of its territory into Administrative Regions, a fact that states the relevance of education for regional development.

It is important to note that, in the circumstances of that time, the qualification of labor becomes imperative to meet the needs of the emerging industry, the bureaucracy state and the lack of teachers with adequate training to meet the teaching needs of initial classes, which could only be made viable with the expansion of the education system higher. At the same time, there is a repressed demand within the State for higher education courses. There was a large contingent of young people and adults who wanted to enter this education system. Many, for various reasons, had their frustrated aspirations, since, for the vast majority, it was unfeasible to transfer to Salvador, the state capital, where almost all institutions were concentrated higher education. As Cunha (2002, p. 47) notes, the number of

young people from families without a tradition of higher education, as well as from adults who sought higher education with the aim of enlightening or improving themselves their employment positions. This scenario has greatly boosted the growing demands from political leaders and local segments of the society organized in favor of the implementation of higher education units in regional headquarters of the so-called Administrative Regions (MIDLEJ, 2004; BOAVENTURA, 2009). However, Midlej (2004, p.121) highlights that “internalization, as an institutionalized goal to integrate education into regional development State, has an important role in the context of the expansion of Higher Education, but suffers from the political and economic effects [...]”. First, due to the crises economic that reduced the government's investment capacity (OLIVEIRA, 2009). Secondly, due to the political-party pressures that had strong influence on the process of implementing state higher education institutions in the State, creating conditions for the establishment, in this process, of clientelism political, in the face of electoral promises (NEVES, 1987).

3. Higher education in Bahia: a brief diagnosis - when it all began...

The first higher education course in Brazil, Medicine, was implemented in Bahia, by D. João VI, on February 18, 1808, coming from the old School of Surgery of Bahia (BOAVENTURA, 2009; CUNHA, 2002). Then, the following courses were created: Pharmacy (1832) and Dentistry (1884) annexes. In 1877, the Imperial Bahian Institute of Agriculture, which after changes became the School of Agronomy of Cruz das Almas, linked to the Secretariat of Agriculture of the State of Bahia. In 1967, when integrated into the Federal University of Bahia (UFBA) (BOAVENTURA, 2009), is now called the School of Agronomy of the Federal University of Bahia, embryo of the Federal University of Recôncavo da Bahia (UFRB). Gradually, Architecture courses emerged (1877), the Free Faculty of Law (1891) and the Polytechnic Institute (1896), later transformed into a School Polytechnic, the Viscount of Cairu Foundation (1905), the Faculty of Sciences Economics (1905) and the Faculty of Philosophy, Sciences and Letters (1941) (NEVES, 1987; CUNHA, 2002, p. 69-70, BOAVENTURA, 2009).

Although there have been higher education schools in Bahia since the Empire, the first university institution of Bahia emerged in 1946, with the creation of the University of Bahia, later named Federal University of Bahia (UFBA) (OLIVEIRA, 2009; BOAVENTURA, 2009).

UFBA originated from the meeting of eight existing higher education schools, among of which three were created by the Government of the State of Bahia: the Polytechnic School (1896), and the Faculty of Philosophy, Sciences and Letters (1941), both incorporated into the UFBA in 1946; and the Agricultural School of Bahia (created in 1877 and which, in the Government Landulfo Alves, 1938-1942, became the School of Agronomy in Cruz das Almas) incorporated into UFBA in 1967 (CUNHA, 2002; FIALHO, 2006; BOAVENTURA, 2009; 2011).

Until 2005, when the Federal University of Recôncavo da Bahia (UFRB) was created, UFBA was the only university maintained by the Union in the state of Bahia. Over the years, years, UFBA remained without expanding vacancies and with limited physical and academic (SERPA, 1995), which caused a large deficit of places in education higher education in Bahia. This situation led to the expansion of higher education state.

Among private institutions, in the 1950s, there was the existence of the Catholic Faculty of Philosophy, the Faculty of Social Service (1952) and of the Bahian School of Medicine and Public Health (1952), incorporated into the University Catholic University of Salvador (UCSal), when it was created in 1961 (BOAVENTURA, 2009). Since the 1960s, the number of institutions has grown private individuals, such as the Faculty of Law (Ilhéus), the Faculty of Philosophy (Itabuna), from the Faculty of Economic Sciences (Itabuna), which met in 1974, form the Federation of Higher Education Institutions of Ilhéus and Itabuna (FESPI); of the School Superior in Statistics (1966), from the Faculty of Agronomy of the Middle São Francisco (1961), located in Juazeiro, of the Faculty of Education of Bahia created in 1967, on the initiative of Professor Olga Pereira Mettig and the School of Administration of Companies of Bahia (1972), which is the genesis of the University of Salvador (UNIFACS), created in the 90s of the last century, currently belonging to the group LaureateInternationalUniversities.

For the most part, until 1968, except for FESPI, the Faculty of Agronomy of UFBA, in Cruz das Almas and the Middle São Francisco School of Agronomy, in Juazeiro, practically, the entire higher education system was concentrated in Salvador,

capital of the State, having as its only public institution, UFBA (NEVES, 1987; SERPA, 1995; CUNHA, 2002; BOAVENTURA, 2009).

Still in the 1980s, the concentration of courses and higher education institutions in capital of the State, was significant. There were 20 institutions of higher education, being: 3 universities - UCSal, UFBA and State University of Feira de Santana (UEFS); 01 Federation of Schools (FESPI); 16 establishments isolated higher education institutions, which together offered 93 undergraduate courses, 67 of which were in capital and 26 in the interior of the State (BOAVENTURA, 2009, p. 56).

3.1 Higher education in Bahia and its vocations

The vocations stated by the Bahian higher education system point, already in its genesis, for a strategy aimed at regional development in close in tune with relevant economic activity.

Already during the Empire period, higher education in Bahia revealed its vocation for agricultural sector. In the 1950s, it added another vocation: livestock. From the 1960s onwards, it turned to the formation of teachers and, soon after, resumes its role of professional training with a view to meet the needs arising from the socioeconomic context.

Still in the second half of the 20th century, the loss of political prestige of the Bahia with the central government, so that, as had previously occurred in relation to federal policies, once again Bahia is not fully covered by the program of implementation of federal universities. Thus, taking into account this scenario and the consequences of economic stagnation, within its public policy agenda, the From 1968 onwards, the State of Bahia promoted direct action aimed at the interiorization of the state and, later, to the expansion of higher education.

As already pointed out, between the imperial period and the 1960s, there are records of the existence of courses in various areas. However, what stands out are the actions concentrated and directed to a specific area/activity that proves to be relevant from the point of view of social or economic development, from the perspective of policies assumed public.

The vocation for agriculture initially manifests itself with the creation of the Imperial Bahian Institute of Agriculture (IIBA), created by Dom Pedro, in 1859, in the municipality

of São Francisco do Conde. Later, linked to the IIBA, the Imperial Agricultural School of Bahia (IEAB), in 1877. In 1905, IEBA become the Agricultural Institute of Bahia, passes to the jurisdiction of the State of Bahia. In 1931 the Agricultural School of Bahia was transferred to Salvador and in 1943 it was again transferred to Cruz das Almas, as the name of School Agronomics of Bahia, which, in the same way as the School of Veterinary Medicine, created in 1951, was linked to the Secretariat of Agriculture of the State of Bahia. In 1967, both the School of Veterinary Medicine and the School of Agronomy of Bahia, passed to integrate the Federal University of Bahia, the latter, with the name of School of Agronomy at the Federal University of Bahia (AGRUFBA) (CUNHA, 2002, FIALHO, 2006; BOAVENTURA, 2009; 2011)

The creation, in 1961, of the Faculty of Agronomy of the Middle São Francisco (FAMESF), by local leaders of Juazeiro (BA), reaffirms the focus of higher education on agriculture. This institution, since the government of Lomanto Junior (1963-1967) had its maintenance ensured by the State of Bahia when it was later incorporated into University of Bahia (UNEB). Until 1967, it was the only HEI under state jurisdiction, linked to the administrative structure of the Secretariat of Agriculture, and later transferred to the Secretariat of Education and Culture, which makes efforts to re-equipment and expansion (BOAVENTURA, 2009).

As can be seen, in its beginning, higher education in Bahia had a focus directed at the primary sector of the economy, when the activity was still predominant agro-exporter, focused on the export of sugar, cocoa, tobacco, coffee, cotton and emerging livestock farming that entered the backlands, playing a relevant role in supplying feeding the urban population and in the occupation of the territory (SPINOLA, 2009).

The offering of courses in the higher education system thus followed the determined rhythm for each political context or socioeconomic panorama. Between the 40s and 50s of the last century, Bahia's industry focused on the food sector and, at the same time, time, there was notable stagnation in the tobacco and textile sectors, when from the end of the 60s, the Bahian industry gains new momentum, as a result of the outbreak developmentalist that gives new directions to the country (GUERRA; TEIXEIRA, 2000; SPINOLA, 2009). Accompanying this new period, the expansion of education begins higher education in Bahia.

The wave of development between the 1960s and 1980s drove the expansion of higher education in Brazil and, in particular, in Bahia, when the state government

assumes the role of main protagonist in the process of internalization and expansion of higher education, political option, expressed in the Comprehensive Education and Culture Plan of State Government, prepared in 1969 (CUNHA, 2002; MIDDLEJ, 2004).

At first, the Bahian government was faced with the emergency of supplying the shortage of teachers and train them to meet the growing expansion of the public network state education of 1st and 2nd grades (at the time, called primary and secondary courses, respectively) which required the placement of qualified personnel inside to perform the task of teaching (NEVES, 1987; MIDDLEJ, 2004; FAGUNDES, 2011). Secondly moment, education expands its focus to meet social needs and economic through the training of professional staff (BOAVENTURA, 2009).

4. The harbinger of a new era of higher education in Bahia: interiorization and expansion – the emergence of state universities.

The interiorization of higher education in Bahia began at the end of the 1960s.

last century, through direct intervention by the State, with the implementation of the Faculties of Teacher Training in Feira de Santana, Jequié, Vitória da Conquista and Alagoinhas.

In Feira de Santana, the Literature courses were implemented (1968), the Studies course Social Sciences (1969) and the Science and Mathematics course created in 1970, the year in which establishes the Faculty of Education in Feira de Santana, although it did not have a course in Pedagogy (BOAVENTURA, 2009, 2011). Teacher Training Colleges of Alagoinhas and Vitória da Conquista were created in 1969. The one in Jequié, although created in 1970, it only received authorization to operate in 1976, with the offering a short Bachelor's degree in Science.

With a strong focus on teacher training, the education system state higher education receives from the following governments (Antônio Carlos Magalhães, Roberto Santos and João Durval Carneiro), special attention to the continuity of its expansion in several regional headquarters in the interior of the State, to meet social needs and local economic (MIDLJ, 2004; BOAVENTURA, 2009). Thus, the Faculty of Philosophy, Sciences and Letters of Caitité, the Faculty of Training Jacobina Teachers and the Santo Antonio de Teacher Training College Jesus. These institutions will later serve as an embryo for the implementation of the state universities in the interior of the State (NEVES, 1987; BOAVENTURA, 2009).

Although traditionally, state universities emerged from the meeting of isolated faculties, as Boaventura (2009, 2011) highlights, UEFS was the only one institution that avoided such procedure.

4.1 **State universities:** sowing development

State university institutions are strongly linked to the regional development and with a noticeable effort to adjust its course offering to the socioeconomic demands. The two university institutions, State University of Feira de Santana (UEFS) located in Feira de Santana, and State University of Santa Cruz (UESC) located in the municipality of Ilhéus (Ilhéus-Itabuna highway), constituted as unicampus, have as their area of influence the Paraguaçu Region and the Southern and Far Southern Regions of the State, respectively. The State University of Southwest Bahia (UESB), as the name suggests, has a regional scope, consisting of under the multi-campus regime, in the municipalities of Vitória da Conquista (headquarters), Jequié and Itapetinga. The State University of Bahia (UNEB), also structured under the form of a multicampus system, is present in almost all 417 municipalities of the State⁴ This configuration outlined differentiated actions of the universities in the insertion regions and their surroundings, with emphasis on UNEB, which, as it covers almost all regions of the State, presents a broader and more significant participation.

4.1.1 **The State University of Feira de Santana (UEFS)**

The municipality of Feira de Santana holds a strategic position in the context of municipalities in Bahia. In addition, Feira de Santana is the largest city in the interior of Bahia with a prominent role in the surrounding region, as it has important agglomeration economies. In addition to being the largest road junction from the north-northeast, has the largest industrial, commercial and financial park after RMS. The size of the municipality in the regional context and its thriving activity

⁴Available at : <<https://portal.uneb.br/a-uneb/>>. Accessed on September 21, 2019

economic, came to constitute justification for the implementation of the UEFS, since the first moments.

UEFS was created in the form of a foundation (Feira State University Foundation de Santana – FUFES), by Law No. 2,784 of January 24, 1970, during the government of Luís Viana Filho (1967-1971). The authorization for its operation occurred on 27 January 1976, through Opinion No. 26/76 of the Federal Council of Education (CFE) (BOAVENTURA, 2009, 2011). For ten years, UEFS was the only university state. With its recognition in 1986, after 5 years, in 1991, the State of Bahia requested the Federal Council of Education to delegate powers that made autonomy possible for the higher education system in Bahia (BOAVENTURA, 2009).

According to institutional data, in the second half of 2017, UEFS offered 951 vacancies in 31 undergraduate courses with a contingent of 8,535 active students. Considering the same period, in the *Stricto Sensu* modality, in the 21 courses, there were 618 students enrolled in the master's degree and 162 in the doctorate. Scientific production presented, in the same period, 2,937 publications, including theses, dissertations, articles scientific, books, among others. With 159 research groups, it also accounts for 644 research projects. In the extension area, 190 activities were carried out, with a estimated audience of 185,791.

4.1.2 The State University of Bahia (UNEB)

UNEB was founded in 1983, during the government of João Durval Carneiro, through Law Delegated No. 66/83 of June 1, 1983, with headquarters and jurisdiction in the city of Salvador and jurisdiction throughout the State of Bahia. Its operating authorization was granted through of Presidential Decree No. 92,937, of July 17, 1986. From State Law No. 7.176/97, of September 10, 1997, regulated by Government Decree No. 7.223/98, of January 20, 1998, the organic structure was established at UNEB with based on Departments (BOAVENTURA, 2009, 2011). Created as an Autarchy in a special regime, linked to the Department of Education, UNEB has 29

5 Available at: <<https://portal.uneb.br/seavi/wp-content/uploads/sites/134/2019/04/Anu%C3%A1rio-UNEB-em-Dados-2018-base-2017.pdf>> Accessed on: September 20, 2019

Departments, headquartered on 24 campuses, located in medium and large regional centers large size.

Based on 2017 data, UNEB offers 130 courses, in the following modalities: 56 bachelor's degree courses with 11,043 enrolled; 01 technological course with 22 enrolled and 73 undergraduate courses, with 12,499 enrolled, which totals 23,564 undergraduate enrollments. According to 2017 data, UNEB has a staff of 2,397 teachers; 24,596 students and 1,525 technicians. In 17 programs stricto sensu 1,032 registrations were made, which resulted in 239 dissertations and 22 theses, in addition to 1,446 extension activities.

Established under the multicampus regime, inspired by the models of Pennsylvania State University, UNICAMP (University of Campinas), UNESP (São Paulo State University and USP) (University of São Paulo), since the beginning, UNEB has had a relevant contribution from University of Quebec for the establishment of technical exchange and cooperation scientific. With its recognition in 1995, through Resolution no. CEE 115/95, approved by CFE Resolution No. 351/95 and Ministerial Order No. 909 of 31 July 1995, access to higher education in the interior of the State was consolidated (BOAVENTURA, 2009).

In addition to teaching, research and extension activities, UNEB develops actions aimed at to the strengthening of "cultural identities, embracing diversity and ensuring access to the production and consumption of cultural goods"⁶

4.1.3 The State University of Southwest Bahia (UESB)

UESB was founded according to Delegated Law No. 12 of December 30, 1980, in Government of Antonio Carlos Magalhães. Headquartered in Vitória da Conquista, it has 02 campuses: Jequié and Itapetinga. Of a regional nature, UESB emerged from the meeting of the Faculty Teacher Training and the School of Administration located in Vitória da Conquest; of the Faculty of Teacher Training of Jequié and the School of Animal Science of Itapetinga (NEVES, 1987; BOAVENTURA, 2009).

With 47 undergraduate courses distributed across its campuses, including the headquarters, it offers, annually, three thousand vacancies. In the stricto sensu, it has 19 master's degrees, 6 doctorates and 15

⁶Available at: < <https://portal.uneb.br/> > Accessed on: 18 Sep 2019

specializations (*lato sensu*), in addition to 113 research groups and 160 extension actions approved in 2019⁷.

In its region of operation, UESB has promoted social inclusion activities, encouraging art, culture and sport, establishing a strong sense of belonging.

4.1.4 Santa Cruz State University (UESC)

UESC, located in the municipality of Ilhéus, is made up of 3 higher education units from the cocoa region, created in the 60s: Ilhéus Law School, Faculty of Philosophy of Itabuna, Faculty of Economic Sciences of Itabuna. Despite being the last state university to be created, the institutions from which it originated date back from the year 1961. (MIDDLEJ, 2004; CUNHA, 2002; BOAVENTURA, 2009).

The three HEIs, as recorded by Boaventura (2009), gathered in 1974, gave rise to the FESPI, which had the support of the Executive Committee of the Recovery Plan of Cocoa Farm (CEPLAC) for the construction of its facilities. With the crisis economic crisis started in 1987 and the institutional weakening of CEPLAC, FESPI faces difficulties in paying for its maintenance. This is where the mobilizations of the political class and organized segments of society in the region, notably Ilhéus and Itabuna, in order to avoid their extinction. In view of the refusal of the then President José Sarney for its federalization, the only alternative was stateization, which came to pass with its transformation into a university, on December 5, 1991, during the government of Antonio Carlos Magalhães, through State Law 6,344/91 (MIDDLEJ, 2004; BOAVENTURA, 2009).

Based on UESC report⁸, in the second half of 2017, 5,891 were carried out enrollment in their various courses. During the 2017 academic year, extension activities with 9,3475 people involved and 462 research projects. In strictu sensu program, in the period considered, 564 enrollments were made in the master's degree and 194 in the doctorate.

From what has been stated, it is reasonable to infer that the public state universities of Bahia have strong regional interaction. Their institutional functions of research, teaching and

⁷Available at: <<http://www2.uesb.br/proreitorias/prograd/cursos/>> Accessed on: September 18, 2019 <http://www2.uesb.br/noticias/administracao-central-divulga-relatorio-de-atividades-da-gestao/>> Accessed on September 19, 2019

⁸Available at: <http://www.uesc.br/asplan/relatorios/uescemdados/dados2017.pdf>. Accessed on: September 19, 2019

extension manifests itself as a powerful vector of development, as that contribute to the individual's training and professional qualification, promote and disseminate knowledge and stimulate vocations and potential regional.

5. CONCLUDING, as a possibility for other paths.

State universities played a role, initially and still do, play a relevant role in the development of the region where they are located and of surrounding region, whether through teaching, research or extension. In its genesis, the state higher education system acted directly to improve education, by initially focusing on training teachers for teaching basic.

This decision proved to be strategic for the development project of the regions inland, given the lack of a higher education network in the main cities of the State, aimed at training teachers for the initial series and for qualification of professionals. Furthermore, it provided conditions for the settlement of young people and families in their environment, as it made up for the deficiencies left by the lack of political will or omission of the federal government in implementing an education structure higher education, in the State of Bahia, that would support the development project that is now pursued.

The historical moment required effective actions to mitigate regional differences and prevent the re-enactment of the duality inherent to the center-periphery binomial. Under this aspect, the decision of the government of the State of Bahia to promote the interiorization of higher education proved to be, in addition to being courageous, bold. At that time, the difficulties seemed insurmountable, due to the lack of critical mass to support the enterprise, and the extraordinary contribution of resources necessary to implement and maintain the university structure that was intended to be disseminated throughout the Bahia.

Over the years, without moving away from this first vocation – teacher training – the public state higher education system of Bahia, with the implementation of state universities, gradually, also move towards qualification

professional, in order to qualify individuals to work in other segments of the socioeconomic activity, as well as to form a ruling elite.

Many studies on the relationship between universities and regional development have been carried out. The study carried out by Professor Roberto Paulo de Machado Lopes, in Vitória da Conquista, identifies the impacts produced on the local economy, depending on the expenses incurred for the operation of UESB. The study concluded that the expenses of the university contribute to boosting the local economy and provide the significant return, through state taxes collected in the municipality. In addition, UESB works to train professionals and provides services to the community, which gives it a dimension of importance for local development (LOPES, 2001).

The study carried out by professor Moema Maria Badaró Cartibani (MIDDLEJ, 2004) recovers the trajectory of the process of internalization of higher education in the State, with highlighting the interrelationship between UESC (university) and the region. In its conclusions, the author highlights the relevant influence and identity of the Institution for with its historical, social, economic and political context, which acts as an agent of transformation. Also noteworthy are the publications of authors who deal with the topic, such as Almeida (2005), Fialho (2006; 2011), Boaventura (2009; 2011), Cunha (2001), Neves (1987) Serpa (1995) and others mentioned during this discussion.

It can be seen from the data presented that state universities continue providing relevant contribution to teacher training and qualification of professionals. Courses in the Health area have contributed to the expansion and qualification of the hospital network and health care. Courses in the area of Sciences Applied Social Sciences focus on improving activities in the industrial, public, and services and commerce, not to mention courses focused on the technological area. In this way, In general, universities have actively participated in the development of State and the improvement of society's living conditions.

It is legitimate to admit that the process of occupation of territorial space through the policy of the internalization of higher education enabled state universities to establish a bond of identity and belonging to the region of insertion and its surroundings, seeking to adapt to the socioeconomic dynamics specific to society insertion. Therefore, it is clear that state universities have played the role of agent of transformations, when it is understood, according to Midlej (2008, p. 226), that "DEVELOPMENT translates the realization of human potential in the sense

positive and is understood as a process of extensive **transformation** , resulting from innovations in the economic and social systems, with repercussions on quality of life [...].”

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