

**THE MULTICAMPI UNIVERSITY IN THE INTEGRATED DEVELOPMENT
REGION PETROLINA-JUAZEIRO**

***A UNIVERSIDADE MULTICAMPI NA REGIÃO INTEGRADA DE
DESENVOLVIMENTO PETROLINA-JUAZEIRO¹***

***UNIVERSIDAD MULTICAMPI EN LA REGIÓN DE DESARROLLO INTEGRADO
PETROLINA-JUAZEIRO***

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ABSTRACT: This article highlights the importance of the Multicampi University in social, cultural and economic development in the Integrated Development Region (Região Integrada de Desenvolvimento - RIDE) of Petrolina (PE) - Juazeiro (BA). It begins by presenting theories aimed at local/regional development of the late 1980s, with the appreciation of economic, social and cultural activities developed by the subjects in their own space, thus characterizing the paradigm of endogenous development allied to the flexible accumulation model, fleeing from Keynesian postulates of regional development embedded in macroeconomics. The University of the State of Bahia (UNEB), The University of Pernambuco (UPE) and University of the Vale do São Francisco (UNIVASF), multicampi universities, created with the objective of taking higher education to the interior of the States, have contributed in the last two decades, both for the consolidation of the Region as a center of excellence in Irrigated Fruit Growing, as well as a university center of excellence in the most varied areas of knowledge, contributing to local/regional development in its economic, social and cultural dimensions.

KEYWORDS: Local development. RIDE. Multicampi University.

RESUMO: *O objetivo do presente artigo é identificar os impactos provocados pela Universidade Multicampi no desenvolvimento social, cultural e econômico na Região Integrada de Desenvolvimento (RIDE) de Petrolina (PE) - Juazeiro (BA). Inicia apresentando*

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as teorias voltadas ao desenvolvimento local/regional do final da década de 1980, com a valorização das atividades econômicas, sociais e culturais desenvolvidas pelos sujeitos em seu próprio espaço caracterizando assim o paradigma do desenvolvimento endógeno aliada ao modelo de acumulação flexível, fugindo aos postulados keynesiano de desenvolvimento regional inseridas na macroeconomia. Trata-se de um estudo qualitativo baseado na revisão de literatura, as quais assinalam que as Universidades do Estado da Bahia (UNEB), de Pernambuco (UPE) e a do Vale do São Francisco (UNIVASF), universidades multicampi, criadas com o objetivo de levar o ensino superior ao interior dos Estados, têm contribuído, nas últimas duas décadas, tanto para a consolidação da Região como centro de excelência em Fruticultura Irrigada, como também, polo universitário de excelência nas mais variadas áreas do conhecimento promovendo o acesso a todos/as aqueles/aquelas das classes populares e que vivem distante dos grandes centros urbanos. O estudo conclui que a Universidade Multicampi vem contribuindo de forma efetiva para o desenvolvimento local/regional da RIDE, não apenas na dimensão econômica, mas, também, nas dimensões política, social, cultural e inclusiva quando promove o ingresso de atores sociais que antes não tinham a oportunidade de acesso ao ensino superior.

PALAVRAS-CHAVE: *Desenvolvimento local. RIDE. Universidade Multicampi.*

RESUMEN: *Este artículo destaca la importancia de la Universidad Multicampi en el desarrollo social, cultural y económico en la Región Integrada de Desarrollo (RIDE) de Petrolina (PE) - Juazeiro (BA). Se inicia presentando teorías orientadas al desarrollo local / regional de finales de la década de 1980, con la valoración de las actividades económicas, sociales y culturales desarrolladas por los sujetos en su propio espacio, caracterizando así el paradigma de desarrollo endógeno aliado al modelo de acumulación flexible, huyendo de los postulados keynesianos del desarrollo regional incrustados en la macroeconomía. Las Universidades del Estado de Bahia (UNEB), de Pernambuco (UPE) y del Vale do São Francisco (UNIVASF), universidades multicampi, creadas con el objetivo de llevar la educación superior al interior de los Estados, han contribuido en los últimos dos décadas, tanto por la consolidación de la Región como centro de excelencia en Fruticultura de Riego, como centro universitario de excelencia en las más variadas áreas del conocimiento, contribuyendo al desarrollo local / regional en sus dimensiones económica, social y cultural .*

PALABRAS CLAVE: *Desarrollo local. RIDE. Universidad Multicampi.*

Introduction

Globalization, besides being a socioeconomic phenomenon resulting from specific social conditions created around the conditions of production, consumption and accumulation of wealth, is a historical process of regional integration and interdependence with strong political, social, cultural, religious and economic influence. It is a complex and transversal process that, as Sousa Santos (2020) says, crosses several areas of social life including cultural and identity practices and ways of searching for knowledge or knowing (SANTOS, 2020).

Its efficiency is sustained, on the one hand, by the advance of informational science through new digital information and communication technologies that create networks through which financial flows and forms of capital control pass between countries that constitute economic blocks; and, on the other hand, by the neoliberal precepts that have broken, in large part, with the practices of the Welfare State, establishing the minimal State with a greater empowerment and allocative efficiency of resources through the international business caste.

That said, as a response to this globalization model, from the 1980s on, another phenomenon on a regional scale began to bring together in the cities economic activities based on local vocation, knowledge, and culture. This phenomenon, known as endogenous development, is the result of the dynamics of environmental, anthropological, cultural, scientific, economic, political, technological, social and educational interactions, which contribute to the reconfiguration of the territory's development model.

One of these territories is the Integrated Development Region (RIDE), a set of municipalities belonging to two neighboring states with similar socioeconomic characteristics for the deployment and implementation of public policies that produce positive effects for the whole territory. In this sense, the RIDE came to be considered as an instrument for planning common actions, capturing and maximizing resources (IBGE, 2019).

Aiming to organize the territory, capture resources, and maximize the use of public facilities, the RIDEs are enhancers of local/regional development. The term local has gained a strategic status in the economies of nations, reaching a vital importance in the economic fabric, thanks to the opportunities arising from the restructuring of flexible industrial plants and productive arrangements (MARTINELLI; JOYAL, 2004, p. 53). The notion of local development, Vanier (2008) reminds us, tends to trigger two opposing logics: an exogenous logic and an endogenous logic.

The first would be associated with attributes of a type of Fordist organization of industrial work and its spatial dynamics. Through it, there would be a renewed integration of regions, cities or localities in circuits in which they find a specialized function, in exchange for a certain social transformation such as access to modern housing, elevation of the general level of literacy, new spaces of consumption (VANIER, 2008).

In opposition to this "regime of accumulation", the endogenous logic that guides a good part of the local development models - (ACSELRAD, 2002, p. 33) would establish an alternative socioeconomic organization, which would replace the Fordist system in crisis, characterized by the ability to activate and combine its own resources that had been neglected until then, potentially innovative practices, local savings, job offers corresponding to the new

collective aspirations regarding quality of life, environment, leisure, identity and culture, among others.

This new configuration of territory produced by deterritorialization and reterritorialization, as Guattari (2009), Haesbaert (2002) and Refestin (2009) point out, produces a new relationship of real and symbolic production that directly impacts the social, economic and cultural aspects of the place, where the territory's development is no longer targeted for its ability to attract productive investments, but for generating these investments (AMARAL FILHO, 2009).

Among the institutions affected by this new territorial configuration is the university, which, as a Higher Education Institution (HEI), is an example of an institution composed of several organizations that transform, produce, reconnect and maintain subjects in constant interaction and interrelation with the systems present in the space it occupies.

The HEI is a place of production and reproduction of values, expectations, and concrete facts that are dealt with in the classroom, in laboratories, and in practical activities developed by students in their initial or continuing education. The result of the HEI's actions implies in the improvement of relations in the social, economic, and cultural contexts. In this sense, it is responsible for creating and developing public policies to meet the social expectations and demands that surround education, and in the area surrounding the University, the territory. This is the space where power relations are exercised in various contexts, such as: anthropological, environmental, cultural, economic, legal, political, and symbolic. It is here that the University establishes the pillars of Teaching, Research and Extension, in the expectation that, through the interaction of these pillars, it can fulfill its educational mission and meet the demands of the place.

Thus, the objective of this study was to identify the impacts caused by the *Multicampi* University on social, cultural and economic development in the Integrated Development Region (RIDE) of Petrolina (PE) - Juazeiro (BA). The article emphasizes the importance of the interiorization process of higher education, in its *multicampi* structure, and how this institution has collaborated with the development of the territories in its various dimensions: economic, social, political and cultural. The researched territory was the Integrated Development Region RIDE Petrolina-Juazeiro, composed of a set of eight municipalities belonging to the states of Pernambuco and Bahia. This area has similar socioeconomic characteristics, which has enabled investments in public policies that produce effects for the whole territory. In it are present the *multicampi* universities of the State of Bahia (UNEB), Pernambuco (UPE) and São Francisco Valley (UNIVASF).

Together, these institutions offer about 2000 places/year in 34 undergraduate courses, of which 11 are undergraduate courses and 23 are bachelor's courses. The campuses located in the city of Juazeiro (BA), concentrate most of the Engineering courses with an offer of 400 vacancies in the fields of Agronomy, Bioprocess and Biotechnology, Agricultural and Environmental Engineering, Civil Engineering, Computer Engineering, Production Engineering, Electrical Engineering and Mechanical Engineering. The campi located in Petrolina (PE) concentrate the teacher training courses with an offer of 630 vacancies in Biological Sciences, Physical Education, Geography, History, Languages, Mathematics and Pedagogy, and the health courses with 360 vacancies distributed among Nursing, Physiotherapy, Medicine and Nutrition.

Chart 1 – Distribution of vacancies/year by *Multicampi* Universities
2018/2019

COURSES	PLACES	%
Engineer Degrees	400	20%
Bachelor's Degrees	630	31,5%
Health Degrees	360	18%
Others	610	30,5%
Total	2000	100%

Source: Prepared by the authors

Besides the courses in Engineering, Teacher Training and Health, which together concentrate 69.5% of the vacancies offered in the RIDE Petrolina and Juazeiro, 30.5% of the vacancies are distributed among the courses in Administration, Law, Journalism and Multimedia, Animal Science, Visual Arts, Veterinary Medicine among others.

Belonging to the chair of studies on local/regional development, the theoretical contribution presents reference authors from the fields of Education, Geography and Sociology producing a multi and interdisciplinary study important for students, researchers and academics who study the theories of development and the contribution of higher education institutions in the results achieved.

In addition to the introduction, the study presents four more sections: **The university and the territory** that deals with the process of territorialization, endogenous development and the role of the university in local/regional development; **The RIDE Petrolina and Juazeiro** that characterizes the territory and shows the organizational forces responsible for the composition, interaction and cooperation of the social forces present in the space and the competitive force that assists in the improvement of productive instruments and techniques.

The section **Contribution of the Multicampia or Multicampi University to the RIDE Petrolina-Juazeiro** presents the functionality of the multicampi structure, the historical process and its field of action in the territory through the activities of teaching, research and extension in the formation of cultural capital focused on the reality of the semi-arid region, development of economic vocation and the dissemination of historical values inherited from each municipality that makes up the place. Finally, the **final remarks** present the results of this qualitative research coined by a review of documentary and bibliographic literature (not included in the abstract, if you use it, also take this procedure for the abstract) carried out by emphasizing the impacts of the university multicampi multicampia or multicampi in the RIDE Petrolina-Juazeiro through the activities of teaching, research and extension that help in the formation of critical-reflexive subject, in the development of technologies for the creation of tools and productive techniques, and the development of skills and abilities aimed at the specificities of the territory.

The university and the territory

For any layman in any part of the world who is distant from academic discussions, higher education assumes a prominent role in the development of the territory it integrates. But, to tell the truth, in Brazil, this participation is something quite recent and begins with the didactic and scientific autonomy of the Universities, conquered with the promulgation of the 1988 Federal Constitution, associated with the principle of inseparability "between teaching, research and extension", as described in Art. 207 (BRAZIL, 1988).

The didactic-pedagogical autonomy made it possible to bring to the academic environment and to take to the surrounding community discussions related to political, social and economic problems, producing reflections of utmost importance to people's lives, besides providing specialized educational services in the production of competences and skills for the creation and diffusion of technologies that bring benefits to people and to the territorialization process.

For Solins (2009), territorialization presents three distinct aspects: (I) the characterizing elements of territoriality present in social organization as can be observed within groups, in networks and between networks; (II) the presence of techniques and forms that shape a given place. Here we understand *place* as a space that aggregates common characteristics such as vegetation, climate, etc., but also, according to Milton Santos (2003, p. 62) "there is no longer any way to distinguish [...] place and region. Region and place are the same thing. All are

derived from a matrix concept: space, and express spatialities relative to the context in which it is used" (ISSA; CÁSSIO, 2009, p. 76) and, (III) territoriality is the result of a rooting process of identity, culture, history, beliefs, values, aspects present in social, economic and political relations.

Observing the territory through this dimension - in a constant process of adaptation and transformation - we realize that the university, besides contributing with elements for the material production of the space with enterprises and technologies resulting from applied research to solve emerging problems, provides the formation of values that will be perpetuated through the transforming reflection produced by education.

However, for a long time, solutions to the territory's critical problems were thought of by means of criteria drawn from the classical theory of regional development, also known as the center-lower theory⁵, and lists three theses potentially capable of generating development anchored in an exogenous driving force that can positively influence, from the center of the regions, the economic activities: the export base theory, the growth pole theory, and the diffusion theory.

The export base theory sees in the increase of the economy's activities the possibility of generating surpluses to be traded with other regions, the main force of the regional development process; the growth pole theory developed by Perroux (1967) points out that the driving force of development is located in a region, where, generally groups of productive units of capital or consumer goods, generate positive and negative effects for other regions, as these effects accumulate, the driving activity will become a pulsive pole of the regional economy.

However, government investments for development anchored in traditional theories based on exogenous forces (external factors), mostly do not take into account important sectors of the local community and consequently reinforce existing social and political problems. The realization of this fact gave rise to a new theory based on the competencies and skills generated in this local space. Called endogenous development theory, it provides for development based on the articulation of local players in the use of the potentialities of the place, as Martinelli and Joyal (2004, p. 11) point out:

The [endogenous development] model can be defined as a bottom-up development, that is, starting from the original socio-economic potentialities of the place itself, instead of a top-down development model imposed by the central state power.

⁵ Because the projects and proposals for the solutions to the problems of the place were thought and decided by policies, politicians and governors who were/are distant from the region.

This theory involves three distinct dimensions and refers us to the universe of public policies: the relationship between the State and the economy; the participation of Universities and research centers through teaching, research and extension activities; and the programs and projects that stimulate the development of local vocations and technological diffusion.

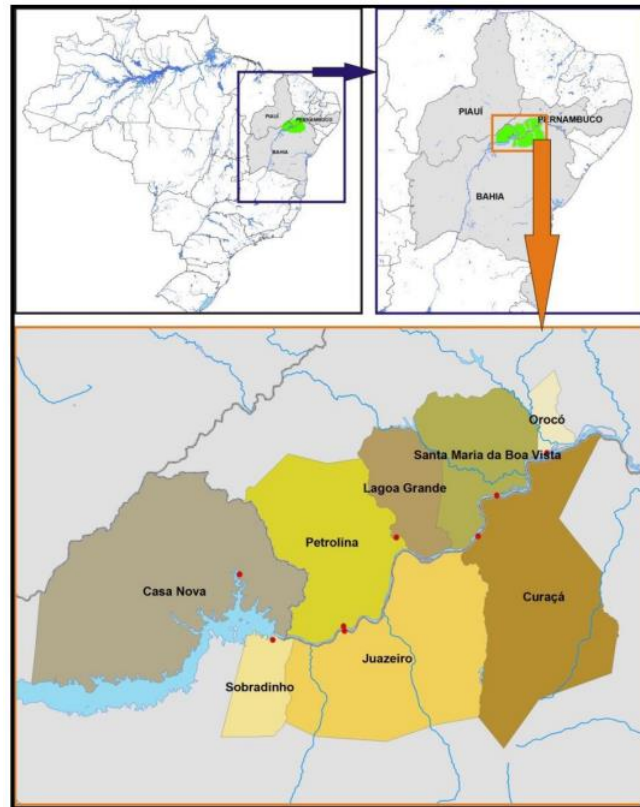
In the relation between the State and the market, the relations of construction of the local/regional space, culture and the historical process of the conceptions of its development are highlighted. From the participation of Universities and research centers, it is evident that these are institutions that produce, update and transform information into knowledge capable of producing consumer goods and capital goods. From the programs and projects, the importance of promoting the development of local vocations and technological diffusion is underlined. These come both from the State's action in its reaction with the economy through professionalizing and development institutions, and from the action of higher education institutions through teaching, research and/or extension.

It is then observed that the University's mission is intrinsically linked to that of territory, which is "a historical-social construct, possessing a necessary quality and resulting from the process that produces it; it refers openly to concrete, materialized, localized and rooted achievements (SOLINÍS, 2009, p. 97). Territorialization, by giving a certain order to the elements dispersed in some scope, produces the concept of place. Far from being only a geographical space, territory aggregates behaviors of organization and social reorganization that permeate the relations of man with space, as can be observed in the Integrated Development Region located in northeastern Brazil between the states of Pernambuco and Bahia. There, common projects and programs of local/regional development are developed. This territory was created in 2001 and is now called RIDE Petrolina-Juazeiro.

RIDE Petrolina-Juazeiro

Created by the complementary law 113 of 19/09/2001 (BRAZIL, 2001) and regulated by Decree 4.366, of 09/2002 (BRAZIL, 2002), the RIDE Petrolina-Juazeiro occupies an area formed by the municipalities of Petrolina, Lagoa Grande, Orocó, Santa Maria da Boa Vista in the State of Pernambuco; and Juazeiro, Casa Nova, Curaçá and Sobradinho in the State of Bahia. It concentrates a population of 686 thousand inhabitants (2010 Census) (BRAZIL, 2010), in an area of 35 thousand square kilometers, as follows the location in Figure 1.

Figure 1 – RIDE Petrolina Juazeiro



Source: Action Plan (BRAZIL, 2010)

It is an area of land with soil of crystalline rocks where in its great majority composed of gneisses, granites, migmatites and schists. Of flat and undulated relief, its geographical location associated with the semi-arid climate prospects a scenario of atmospheric clarity in most months of the year, with the months of March and April being the wettest with relative humidity ranging around 61% to 65% in the city of Juazeiro da Bahia and 66% to 71.5% in the city of Petrolina - Pernambuco (EMBRAPA, 2021)⁶

Over time, RIDE has become a major technological hub of irrigated fruit farming. In 2018, the Gross Domestic Product of the region reached the mark of R\$ 13.6 million reais. In the same period, the region's Human Development Index (HDI), which reflects the conditions of income (standard of living), health (life expectancy), and education (adult literacy and schooling levels) registered an average index of 0.618. An expressive index when compared to other cities of the semi-arid or hinterland of the Northeast.

Each municipality integrating the RIDE plays a key role in the economic results achieved, this construct is the result of cooperation and competition that the actors (subjects,

⁶ Embrapa Information Agency Climate conditions in the São Francisco Valley (2021).

companies, organizations) play. But each of the municipalities maintains its sociocultural characteristics, its traditions, and its inherited values. It is these differences present in the space that enable the development of development policies coherent with the real needs of each municipality.

In this sense, Becker (2003) emphasizes that the basis of regional development is concentrated in the interactions built in the local space. For the author, knowing and identifying players and potentialities existing in this space can make its economic growth feasible. The local systemic strengthening and the dynamics of communication between municipalities of the RIDE, favors the relations subject versus subject in the various systems and their possible interactions in the definitions and achievement of common goals and objectives.

Therefore, the theoretical and methodological starting point [of development planning] is the local base. The multiple determinations-challenges in their multiple meanings occur over and from this localized base: from the sectorial to the regional, or vice-versa; from the transnationalized economic-corporate to the regionalized socio-environmental, or vice-versa; from the global to the local, or vice-versa; from the economic to the social, or vice-versa; from the market to society, or vice-versa; composing a process of articulations configured by a set of sectorial and spatial relations or internal connections, structuring the differentiated dynamics of regional development processes (BECKER, 2003, p. 107-108, our emphasis).

The results of this interaction between systems promote the prospection of organizations via interaction between portions of the geographic space, which is motivated by movements of cooperation and competition between organizations. Meanwhile, to follow, understand, and develop instruments of cooperation and competition with other regions enables economic, financial, and social gains for the local space.

The productive environment, in this perspective, is the one that comprises two distinct but complementary forces: the organizational force responsible for the composition, interaction, and cooperation of the social roles in the local space, and the competitive force that helps in the development and continuous improvement of the productive instruments and techniques. This is because at the moment that the relations of local agents begin to define the ways of producing the creation of the means and modes of production to be used in the process of economic accumulation, the local starts to be considered as

[...] an innovative productive environment built and founded on institutions based on cooperation and integration of production chains and social economic networks, in such a way that it expands local opportunities, generates work and income, attracts new businesses and creates conditions for sustainable human development (MARTINELLI; JOYAL, 2004, p. 61).

These environments are maintained by networks of cooperation and integration of production chains and enable their economic and social expansion through the ability to produce in increasingly larger scales, develop more technological skills through innovation, and more competitiveness at lower costs.

Higher Education Institutions (HEIs), as learning institutions, play an important role in this context. They are the ones who create, stimulate and develop competencies and skills for the work and improvement of the productive chains, as well as the formation of a critical and reflective subject able to act autonomously in the social interactions built both within the municipality and in the interaction with other municipalities members of the RIDE. For Almeida (1980, p. 32), "The university exercises the basic functions of reproducing and creating. Development is creation, production of new forms, of new relations of production. Development is the involvement of man with nature and society".

The Petrolina-Juazeiro Integrated Development Region has five public HEIs of which three are multi-campi: the University of the State of Bahia (UNEB), the University of Pernambuco (UPE) and the University of São Francisco Valley (UNIVASF). The first two were already in the region before the creation of the RIDE, and UNIVASF, which was created in 2002. With the exception of UNIVASF, UNEB and UPE were created by transforming into campuses the isolated colleges existing in the interior of the States of Bahia and Pernambuco.

In the city of Juazeiro, two colleges underwent this transformation: the Faculty of Philosophy, Sciences and Languages (FFCLJ) and the Faculty of Agronomy of the Middle São Francisco (FAMESF). In 1983, the FFCLJ was renamed Department of Human Sciences (DCH), which currently includes the courses of Pedagogy and Social Communication - Journalism and Multimedia; in 1997, the FAMESF was renamed Department of Technology and Social Sciences (DTCS), which currently includes the courses of Agronomic Engineering, Bioprocess Engineering and Biotechnology, and Law. Besides the initial training courses, UNEB Campus III has at the disposal of the RIDE Petrolina-Juazeiro four *stricto-sensu* programs: Postgraduate Program in Agronomy: Irrigated Horticulture; Postgraduate Program in Human Ecology and Socio-Environmental Management; Postgraduate Program in Agroecology and Territorial Development; Postgraduate Program in Education, Culture and Semi-arid Territories; and, Postgraduate Program in Educational Sciences.

In the city of Petrolina, part of this transformation is the Faculty of Teacher Training (FFPP) which, in 1990, became a campus of the University of Pernambuco (UPE). Currently, the campus holds the degrees in Nursing, Physiotherapy, Nutrition, Biological Sciences, Geography, History, Literature, Mathematics, and Pedagogy. Besides the Graduate Programs

in Teacher Training and Interdisciplinary Practices, the Graduate Program in Rehabilitation and Functional Performance, the Graduate Program in Environmental Science and Technology for the Semi-arid and the Graduate Program in Ethnobiology and Nature Conservation are also registered. The latter, in partnership with the Rural Federal University of Pernambuco, the Federal University of Pernambuco, the Regional University of Cariri, and the Paraíba State University

UNIVASF was created as a *multicampi* institution to serve the São Francisco Valley and Middle São Francisco regions. In the RIDE there are two campuses: the Juazeiro campus with the initial graduation courses in Visual Arts, Social Sciences, Agricultural and Environmental Engineering, Civil Engineering, Computer Engineering, Production Engineering, Electrical Engineering, and Mechanical Engineering. And the Petrolina campus with courses in Administration, Physical Education, Nursing, Pharmacy, Medicine, Psychology, Biological Sciences, Agronomic Engineering, Veterinary Medicine, and Zootecnics. In addition to these initial training courses, Post-Graduation courses are offered in Agronomy - Plant Production, Post-Graduation in Animal Science, Post-Graduation in Veterinary Sciences in the Semi-arid, Post-Graduation program in Biosciences, Post-Graduation in Development Dynamics in the Semi-arid, Post-Graduation in Materials Sciences, Graduate Studies in Agricultural Engineering, Professional Master in Rural Extension, Professional Doctorate in Agroecology and Territorial Development, in addition to Network Masters such as Master in Physics Teaching, Intellectual Property and Technology Transfer for Innovation, in Sociology, in Public Administration.

Contribution of the Multicampia or Multicampi University to the RIDE Petrolina-Juazeiro

A legal institution present in more than one territory, the multicampi university represents an efficient organizational model for three important aspects: first, because it generates savings for the public coffers by performing its educational mission with a minimum administrative structure; second, when developing the educational mission it considers the identity and cultural aspects present in the various territories where it is present; third, it contributes to the reduction of the migratory flow of young people and adults in search of a place in higher education in the state capitals, contributing with stimuli for the practical development of competencies and skills acquired on the campuses and applied in the territory itself.

The State of California (USA) was a pioneer in the development of the tripartite system of higher education with institutions of excellence in research and provided opportunities for the creation of technology-based enterprises such as those located in Silicon Valley with the support of a set of regional multi-campus universities and a large number of colleges. As of the 1960's and 1970's the multicampi model was inaugurated in other continents such as Europe, Asia and Latin America.

For Professor Edvaldo Boaventura (2009), the *multicampi* structure not only produces economy of means with the reduction of the flow of people in the administrative sphere, but also contributes to efficiency in decision making within the campi. Professor Nádia Fialho (2005) shares the same perspective, when commenting on the decision-making instances, the interdependence that the units develop considering the characteristics of each place, the time of creation and its functionality, besides its function: to contribute to minimize the impacts of regional imbalances by means of public policies appropriate to each region. For the author, "The articulation of higher education with the problem of regional imbalances is therefore imperative" (FIALHO, 2005, p. 42).

In Brazil, the first *multicampi* university experiences occurred in 1976, at the Federal University of Paraíba (UFPB) and at the São Paulo State University (Unesp). Currently, the *multicampi* model is already present in all Brazilian regions. In the states of Bahia and Pernambuco, for example, since 1983 and 1990, respectively, and following the example of Unesp, they incorporated isolated Higher Education Institutions (HEIs) present in the interior of the state, which became campuses interconnected to the rectorates (deans and pro-rectories), higher administrative units, located in the capital cities of Salvador (BA) and Recife (PE). Besides the campuses of these two Universities, the RIDE Petrolina-Juazeiro has campuses of the Federal University of the São Francisco Valley.

According to Lauxen (2006, p. 237-238), the *multicampi* universities,

[...] form units with action poles located in different physical-territorial contexts and seeks to meet the interests of the regions in which it operates. It aims to leverage development based on discussions about the nature and specificity of each region in order to take advantage of the potential and generate opportunities for those who go to study. It is a proposal that favors the interiorization of Higher Education, where each campus is the headquarters of the university and an important pole in the formation of knowledge.

The *multicampi* structure makes available to the region around 50 initial education courses in the areas of Exact and Earth Sciences; Biological Sciences; Engineering; Health

Sciences; Agrarian Sciences; Applied Social Sciences; Human Sciences; and Linguistics, Literature, and Arts. In continuing education, there are more than fifteen *stricto-sensu* Graduate Programs. Several specialization courses and many other short term courses are directed to a specific public and a specific demand.

Throughout these two decades of existence, the RIDE Petrolina-Juazeiro has been contemplated with the formation of hundreds of young people every semester in the most diverse areas of knowledge - contributing not only with the economic development of the place with the results of applied research that create and improve techniques that assist in the maximization of existing resources, in the formation of competencies and skills for the labor practice, but, also, in dealing with the contextualized knowledge of each community. The *Multicampi* University has fulfilled its mission in the formation of cultural capital focused on the reality of the semi-arid region, for the development of the economic vocation of each municipality and region, and has collaborated with the rescue, fixation and dissemination of the historically inherited values of each locality.

The RIDE Petrolina-Juazeiro, throughout its history, has consolidated itself on the international scene as a center of excellence in irrigated fruit growing, but not only. In the last twenty years, the region has consolidated itself on the national scene and more specifically in the Brazilian Northeast as a major university center.

The *multicampi* university, as a precursor of the interiorization process of higher education, is the major responsible for the execution of public policies of education for development, be it through its courses of initial formation of Bachelor or Licentiate degrees, be it through continued formation by means of Post-Graduation or extension programs.

Final remarks

This qualitative study consisting of a literature review (see if it will leave documental and bibliographic, because I think only "literature review"), sought to identify the impacts caused by the *Multicampi* University on the social, cultural and economic development in the Integrated Development Region (RIDE) of Petrolina (PE) - Juazeiro (BA). Thus, the data pointed out that the *Multicampi Multicampia* University proved to be in the last three decades an efficient instrument of public policies for the interiorization of higher education in all Brazilian regions. Around each campus a fertile terrain of knowledge has blossomed, which has increased numerous activities in all areas of the practical life of individuals, organizations and institutions. From the entrepreneur with his business, to the public offices of all spheres, to the

inter-regional, inter-municipal organizations of the Integrated Development Regions such as RIDE Petrolina-Juazeiro.

In the RIDE Petrolina-juazeiro, as was verified or as signaled or evidenced, the *multicampi* university represented by UNEB, UPE and UNIVASF, made possible together with many other HEI's the formation of the university pole of excellence that annually attracts young people from many States either for the initial formation in the undergraduate courses or in the continued formation integrating the masters or doctorate programs.

The results of the teaching, research and extension activities have been helping in the formation of the critical-reflexive subject, in the development of competencies and skills and in the entrepreneurial profile of the base communities. In the RIDE Petrolina-Juazeiro these actions transcend the success of the agribusiness of irrigated fruit farming, internationally known for the qualities of the fruit and its derivatives, such as the winery, which produces wines of excellent quality; they transcend and reach the better organization of the local businessmen who work in commerce or industry, the service providers from several areas, the activities developed in the scope of the municipal secretariats, and the local policy makers.

The daily routine of *multicampi* institutions contributes to keep in balance the organizational force responsible for the composition, interaction and cooperation of social roles in the local/regional space by means of critical-reflexive education that helps people to improve the performance of their roles in social interaction, and the competitive force in the continuous development and improvement of instruments and productive techniques by means of the formation of competencies and skills focused on the specificities of each place.

The search for the balance of these two forces: one aimed at the better performance of the various social roles, and the other aimed at the improvement of the means and modes of production in the context of the RIDE Petrolina-Juazeiro, demonstrate the degree of importance of the *multicampi* university in the material production of the societies that make up this place and that, in these last twenty years, has been collaborating directly and indirectly with its human, economic and social development.

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