

O significado do Instituto Federal Baiano no desenvolvimento local de Catu e Teixeira de Freitas

The meaning of the Instituto Federal Baiano in Local Development of Catu and Teixeira de Freitas

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Resumo

O objetivo geral deste estudo foi identificar o entendimento dos atores locais sobre o significado do Instituto Federal Baiano dentro do desenvolvimento local dos municípios de Catu e Teixeira de Freitas, localizados no estado da Bahia. Na metodologia, utilizou-se o modelo Hexágono do Desenvolvimento Regional (Boisier, 1996). Como resultados, descobriu-se que o IF Baiano é relevante no desenvolvimento local, atende à vocação regional e exerce um papel de mudança positiva, mas precisa se comunicar na região e atuar mais para alcançar as culturas locais.

Palavras-chave: Contribuições do Ensino; Cultura local; Desenvolvimento local; Instituição de Ensino Superior; Participação.

Abstract

The overall purpose of the study was to identify local actors' understanding of the meaning of the Instituto Federal Baiano within the cities of Catu and Teixeira de Freitas, location in the state of Bahia. With respect to methodology, the Hexagon Model of Regional Development (Boiser, 1996) was used. In its results, the study discovered that the Instituto Federal Baiano is relevant to local development, serves regional vocation and exercises a role in positive change, though it must communicate in the region and act more in order to reach local cultures.

Keywords: Teaching Contributions; Local Culture; Local Development; Institute of Higher Education; Participation.

1. Introdução

Contemporary organizations participate, directly or indirectly, in the realities in which they are inserted. In this context, a teaching institution's involvement as a conductor or intervener of development in a given locale represents an expectation on the part of those involved, be it the school in educating conscience citizens, and/or society as a participant in this process.

Within the cities, the presence of this formal knowledge space stands as an important guide in articulating among institutions and constituents in the promotion of the necessary knowledge for educating conscience citizens and in problem solving local challenges. (Dowbor, 2006; França and Garibe Filho, 2010). According to Buarque and Bezerra (1994) apud Buarque (1998), local development follows a cyclical path, in other words, it is an internal process situated within an ample and complex context of multiple interactions, influences and pressures that redefine it with opportunities and threats.

In 2008, the Brazilian government signed into law the Federal Institutes of Education, Science and Technology countrywide. They are institutions of higher, basic and professional education, with pluricurricular and multicampi structures, specialized in offering professional and technological education in the modalities of both distance and on-site learning (high school, technical education, initial and continuing education, bachelors degree, licensure, undergraduate, graduate). These Institutes rose to the level of federal universities in terms of regulation, evaluation and supervision of educational institutions offering advanced degrees, in addition to serving as accredited and certifying institutions for professional skills.

In total, there are 38 Institutes (throughout all the Brazilian states) associated with the National Network of Professional, Scientific and Technological Education, together with the Universidade Tecnológica Federal do Paraná (UTFPR), the Centro Federal de Educação Tecnológica Celso Suckow da Fonseca (CEFET-RJ) and of Minas Gerais (CEFET-MG), the Technical Schools associated with the Federal University network, and the Colégio Dom Pedro II.

They share the following objectives and characteristics: offering professional and technological education at all levels and in all modalities; promoting the integration and verticalization from primary to professional education; guiding the consolidation and strengthening of Local Productive Arrangements; establishing themselves as centers of educational excellence in Science; becoming reference points; developing programs of continuing education and scientific and technological information sharing; promoting the

production, development and transfer of social technology (Brazil, 2008).

In the state of Bahia (Brazil), there exist two Federal Institutes (Instituto Federal da Bahia (IFBA) and Instituto Federal Baiano (IF Baiano)). The present study focuses on IF Baiano. Originating from the merging of the Escolas Agrotécnicas Federais in Catu, Senhor do Bonfim, Santa Inês and Guanambi and the former Escolas Médias de Agropecuária da Comissão Executiva do Plano da Lavoura Cacaueira in Valença, Teixeira de Freitas, Itapetinga and Uruçuca, IF Baiano in its new structure opened three campi in Bom Jesus da Lapa, Governador Mangabeira and Serrinha, and in 2016 received authorization to function in three cities Alagoinhas, Itaberaba and Xique-Xique.

This study considers its target audience to be local stakeholders, for example, union leaders and/or representatives, associations, non-governmental organizations (NGOs), city government offices, political parties, local advisory boards, business owners, religious institutions, non-profit organizations and benefits receivers. The analysis covers Catu and Teixeira de Freitas where the institution has held campi for over 50 and 30 years, respectively.

The following general objective guides the study: to evidence local stakeholders' understanding of IF Baiano's significance in Catu and Teixeira de Freitas's local development. As specific objectives the study brings: to classify local stakeholders' perceptions about their city's development; contextualize the role of IF Baiano within local development; describe local development in the cities where IF Baiano maintains campi. The study hopes to achieve the following final results: identify what a public educational institution means within Catu and Teixeira de Freitas's development; understand the level of IF Baiano's influence on local cultures; analyze if IF Baiano's presence in Catu and Teixeira de Freitas contributes to local development.

2. Material and Methods

After decades of development based on the neoliberal economic model (principles of efficiency, optimizing economic well-being, minimal nation-state), debate and decision forums such as the United Nations reconsider a different model (Arns et al, 2002). Through the new proposal, the human being is located at the center, fairness is the principle and growth in opportunities and capacities should be guided by the democratic state in order to guarantee balance between market forces and fundamental human rights.

For this new restructuring, it is necessary to reorganize mental structures through

investment in those who comprise and legitimize this institutional dimension. Within this autonomous format are public policy advisories, participatory budgets, social management forums and new local development institutionalities. These shifts in power structures move in three directions: the importance of the local territory (local governments as articulators and unifiers of development policy), the value of societal agency in the planning, implementation and evaluation of development actions, and the relevance of public-private partnerships to the concretization of development initiatives (Arns et al, 2002).

According to Arruda (2012), the key issue to this human environment lies in the manner of conceiving of and implementing development. In capitalism, it is the growth of capital profits and the wealth of the rich. Therefore, in the capitalist production system, economic development represents organizations' and stakeholders' actions to promote territorial life efficiently. In the solidarity perspective, it is the improvement of the life of a population through planning and participatory management. For Arruda (2012), is it a mistake to isolate this development of the larger context from human development.

This emergent model holds the following characteristics: a) emphasizing the variable territory in the analysis of economic development; b) differentiation of development (territories with environmental and historical-institutional considerations should have various paths for development); c) the role played by social stakeholders, their behavior and their decisions in the process. According to França and Garibe Filho (2010), local development's effective influence on institutional policies requires dialogue between formal structures of the Brazilian state and local experiences, and thus description of the responsibilities between national entities. In other words, the authors believe that a new relationship between structures is necessary, and that these structures must not simply repress local demands in favor of national policies (França; Garibe Filho, 2010).

With this differentiated eye toward development, actions among productive groups, public power and civil society take on a more cooperative logic, one that constructs social networks based on trust.

Valias Neto and Cosentino (2012) believe that Brazil's development must include the distribution of national income and resources in order to equalize and have regional appropriation. This regional development process should integrate economic, social and spacial planning as well as value regionalities. To this point, "the general solution to regional problems will necessarily include projects diluting and decentralizing industrial, research, innovation and capacity building investments, and will as well take advantage of natural resources (Valias Neto and Cosentino, 2012:8). In this focus on local development,

investment in human, social and natural capital is important, in addition to economic and financial capital. In this way, it is integration of these dimensions beginning with territories and with the participation of local authorities and stakeholders. This local mindset understands that economic actions, for example, must begin with offering, and must happen consciously. It is a distinct logic from that of neoclassical economy in which market forces make adjustments and favor mobility of capital and commerce; it differs as well from Keynesian economics, which encourages the relocating of businesses to locales with lower levels of development (Albuquerque and Zapata, 2010).

The integration of local development with civic responsibility represents one of the most sensitive points for full development: an act in which society and the public sphere practice management that considers the multiple local stakeholders involved (Cavallari, 2014). For Martins, Vaz and Caldas (2010), it is the exercise of civic responsibility with the creation of spaces of interaction among people and, consequently, the recovery of autonomy and initiative so they may manage what is public. They add that this instrument articulation process must be contextualized by stakeholders with objectives and strategies that debate content, methods and results of development processes in accordance with their skills (Martins; Vaz; Caldas, 2010). “It represents, in this sense, the result of collective societal will that gives sustenance and political viability to initiatives and actions capable of organizing movement and promoting the dynamism and transformation of reality” (Santos, 2009:13).

According to Bordenave (1995), participation is an advantageous factor for progressive or more authentic democratic sectors. From the point of view of the former, it engenders critical consciousness, fortifies the power of vindication and prepares the population to acquire societal power. In regard to the democratic planners, it guarantees that the people control authorities, primarily through the monitoring of public services. As Bordenave (1995) writes, we participate because we feel pleasure in doing things with others and because in doing so are more efficient and effective than when we do things alone. “In this way, the building of a participatory society is converted into the utopian force that gives meaning to all of the microparticipations” (Bordenave, 1995: 25).

This concept is tied to the vision of people as agents of economic and social transformation, and who can overcome the attitudes of an insufficient government’s critical spectators or passive pessimists. “It returns to the citizen the understanding that they can take their destiny into their own hands, although there is also a local social dynamic facilitating the process, generating synergy among various efforts” (Dowbor, 2006:1).

Dowbor (2006) understands that in order to achieve an active citizenry, the

organization of social stakeholders is necessary; in other words, schools (or local educational systems) linked to local/regional universities for generating materials, NGOs to work with local data and community organizations, public activity sectors, in addition to seeking out the support of other entities. The author emphasizes the importance of school responsibility in the construction of a generation that comprehends the context into which it is inserted. Appreciation of the territory and local resources (natural, economic, human, institutional and cultural) is essential for quality of life improvement for all (Dowbor, 2006). Said appreciation is also important in order to leave behind the current reality in which higher education institutions and public research centers find themselves, as they follow an agenda divorced from local cultures. With alignment between these entities and stakeholders, research can be important to the development of methods, products and solutions for the locality (França and Garibe Filho, 2010).

According to Santos (2009), universities have the potential to generate economic growth either through its function (producing science, technology and human capital) or by the economic activity that happens in its presence. For this to happen, it is the institution's responsibility to understand the region in which it is inserted as a way to overcome difficulties and develop its potential (Forgiarini, 2014). After all, [...] the concept of the university goes beyond professionalization, but grounds itself in humanist and generalist frameworks, taking on commitment to freedom and promoting ethics in all its practices (Projeto Institucional Unipampa, 2009 apud Forgiarini (2014:97)).

As Rolim and Serra (2010) write, the symbol of the university causes regional impacts in both "backward" and "forward" directions: in the first are ties among local families, government and business; in the second, human capital, knowledge pooling and attractiveness to families and businesses.

In order to understand concepts in the relationship between local development and higher education institution, Forgiarini (2014) deems necessary six measures: 1) collective action and cooperation (work among community members); 2) groups and networks (types of organizations in which people can participate, in which contributions are both received and offered); 3) confidence and solidarity; 4) information and communication; 5) cohesion and social inclusion; 6) authority (or capacity building)/empowerment and political action.

In this way, the Federal Institutes of Education, Science and Technology (IFs), as federal authorities based in humanistic-technical-scientific education (Brazil, 2008a), follow this line of thinking, as they were created to respond to demands for: professional development; the spread of scientific technological knowledge; and support for APLs with a

focus on social justice, equality, economic competitiveness and the generation of new technologies. They are responsible for weaving together professional and technological education with basic schooling; integrating professional and technological education with the working sphere; promoting the interaction between professional and technological education and public policies; recovering the normative power of LDB; continuing the restructuring of public technical high schools and of professional and technological education; committing to development and appreciation of professionals in professional and technological education (Brazil, 2004 apud Araujo, 2014).

Among the IFs' institutional objectives are: I - to offer professional technical education at the high school level; II - to offer initial and continuing education courses to workers; III - to execute applied studies; IV - to develop extension activities aligned with professional and technological education principles and purposes; V - to stimulate and support educational processes leading to job and income creation as well as the emancipation of citizens in the socioeconomic development perspective; VI - to offer classes at the higher education level (technology, licensure, bachelor's, engineering, graduate programs (lato sensu - specialization and stricto sensu - master's and doctorate)) (Brazil, 2008).

Within the guidelines of IFs are: to work inseparably with education, research and extension; to understand research anchored in scientific (science and technology development) and educational (critical thinking) principles; extension activities as a form of permanent and ample dialogue with society; knowledge pertaining to different facets of human life and integrated into science, technology, culture and specialty areas (including in undergraduate and graduate pedagogical proposals) (Silva, 2009).

2.1 The Instituto Federal de Educação, Ciência e Tecnologia Baiano

In this context the Instituto Federal de Educação, Ciência e Tecnologia Baiano (IF Baiano) came into being, originating from the Escolas Agrotécnicas Federais and the Escolas Médias de Agropecuária da Comissão Executiva do Plano da Lavoura Cacaueira. In Catu, the first professional education experiences in the field took place in 1895. The Bahian government had acquired land in the Santana do Catu region (Catu Farm, belonging to Ambrósio Batista dos Santos and Laura Pereira de Oliveira Santos, José Batista dos Santos and Belarmina Pereira de Oliveira Santos) where the Model Livestock Farm began to function (Souza, 2015). Only in 1918 did it become government property. By decree number 13.127/18 the Farm, under the Ministry of Agriculture, Industry and Commerce, was tasked

with offering practical education for cattle improvement through animal husbandry as well as providing selected and regionally appropriate breeding for livestock development (Brazil, 1918).

With the decree number 53.666/64, the headquarters of the Federal Livestock Farm of Catu were transferred to the Agricultural Post of Entre Rios and, within its infrastructure was created the Agricultural High School of Catu, affiliated with the Ministry of Agriculture (the shift to the Ministry of Education occurred after decree number 60.731/67, which transferred all educational institutions from Agriculture to Education). With decree number 58.340/66, the institution was renamed the Álvaro Navarro Ramos Agricultural High School. In 1993, the institution became the Escolas Agrotécnicas Federais of Catu (Law number 8.761/93), a local authority with financial autonomy and its own staff, and other Escolas Agrotécnicas Federais were created in Guanambi, Santa Inês and Senhor do Bonfim (Araujo, 2014). Geographically, the IF Baiano - Catu Campus - is located in the Identity Territory of the Northern Coast and Bahian Forest (Litoral Norte and Agreste Baiano) and sits 78 km from the capital, Salvador.

Teixeira de Freitas hosts an IF Baiano Campus. The Escolas Médias de Agropecuária da Comissão Executiva do Plano da Lavoura Cacaueira emerged in the 1960s with the purpose of providing a center of technical farming and industrial education with professional development to the rural zone of the Uruçuca region (1965). With the passing of twenty years, through a lending contract among the Bahian government, the Ministry of Agriculture and Comissão Executiva do Plano da Lavoura Cacaueira, the Multipurpose School Units located in Itapetinga, Teixeira de Freitas and Valença became Escola Média de Agropecuária da Comissão Executiva do Plano da Lavoura Cacaueira (Araujo, 2014). In 2013, the Escolas Médias de Agropecuária da Comissão Executiva do Plano da Lavoura Cacaueira moved to the Ministry of Education (MEC) and were incorporated into the IF Baiano (Decree number 7.952/13). Geographically, the IF Baiano - Teixeira Campus - is located in the Identity Territory of the Extreme South (Extremo Sul) and sits 811 km from the capital, Salvador.

2.2 Methodology

In this study, the research is explanatory: it identifies determining or contributing facts in the existence of the phenomenon (Gil, 2008). The model is the Hexagon model of Regional Development (HDR), proposed by Boisier (1996), which emerged from a development project proposal. It introduces six elements present in organized territories: a) stakeholders; b)

institutions; c) culture; d) procedures; e) resources; f) surroundings. “These elements interact in a dense or diffuse way, either randomly or intelligently and in a structured manner.” (Boisier, 1996:137). The author explains that development results from this interaction through collective or regional political projects, as otherwise there will be a “black box” with unknown content and operations.

According to Boisier (1996) the elements are defined as the following: a) stakeholders (agents of development): are categorized by nature (individual - members who occupy positions of power and influence; corporate - unions, business cohorts, student organizations; collective - regional social movements), are determined by the ethos (guiding characteristics of stakeholders’ conduct) and by the regionality of the sectors’ demands (relevant information in determining the existence of regional businesspeople); b) culture: is manifested through competitive/individualistic culture (creates growth, but not development) or cooperative/solidarity culture (generates equality without growth). The ideal lies in the combination of the two aforementioned models and how society’s identification with its own territory emerges (self-reference). c) resources: fall into four categories - material resources (natural resources, infrastructure equipment and capital resources); human resources (quantity, quality, regional connection and contemporaneity); psycho-social resources (collective confidence, collective will, perseverance, consensus); knowledge resources (an essential element in the development of societies of knowledge in the 21st century); d) institutions: the point to which institutions (both public and private) are flexible (responsive to an unstable environment), quick (intake and outtake of agreements and capitalization of surrounding opportunities), intelligent (capacity to learn from and dialogue with other institutions) and virtual (a condition in the setup of strategic groups); e) procedures: the most important is the nature of the regional government’s management (actions represented in authority, in leadership capacity and in long and short term decision making), then the handling of information and its transformation into knowledge for simultaneous, widespread and selective dissemination to organizations on the regional institutional map; lastly, modern procedures to lead to a well-understood modernity; f) surroundings: outside of the region (uncontrollable, but the place interacts: market - commerce modalities; state - cooperation, total dependence, associated with regional effects of economic policies; international relations) (Boisier, 1996).

In this study, the loci are the municipalities of Catu and Teixeira de Freitas. Catu was created in 1796 as a district and elevated to city status in 1913. Catu measures 416.216 square kilometers, has a population of 51,077 inhabitants, holds a 0.677 Municipal Human

Development Index (IDM), has 9,441 students enrolled in elementary, middle and high school, with R\$13,518.60 in Gross Domestic Product (GDP) per capita, counts 51,077 inhabitants and average monthly household incomes of R\$765.88 (rural) and R\$1,838.26 (urban) (IBGE, 2016). In its turn, Teixeira de Freitas was considered a city beginning in 1985, has 138,341 inhabitants, an area of 1,165.622 square kilometers, 0.685 IDM, 26,705 enrolled in elementary to high school, R\$11,555.59 GDP per capita and average monthly household incomes of R\$1,039.13 (rural) and R\$1,949.87 (urban) (IGBE, 2016).

Within the non-probabilistic sampling and due to accessibility/convenience, the above-mentioned local stakeholders were chosen (these include leadership, political representation and/or management), which act in unions, associations, public city offices of both the executive and legislative branches, political parties, city councils, religious group, local businesses, courts, cooperatives, and social and/or sports clubs. To arrive at this group, an open search on the website Google and the social network Facebook was realized with key words pertaining to the group, municipality and state as in the examples “Associations+Catu+Bahia” and “Unions+Teixeira de Freitas+Bahia.”

From November 9th to November 18th, 2015, contact was established with potential sources, either through e-mail, direct message on institutional fanpages or personal pages, text message or instant WhatsApp messaging and calls to land lines. After scheduling, a direct, open and semi-structured interview was conducted including 46 questions with 34 interviewees about each city’s local development and the insertion of IF Baiano into this regional context.

Subsequently, the content was transcribed by the researches and the information classified according to the technical analysis of the material. “The purpose of content analysis is the organization of knowledge relative to production means (or, in some cases, reception means), which refers to indicators (quantitative or otherwise)” (Bardin, 1977: 38). In order to arrive at this classification, data were mapped out in three phases: 1) pre-analysis (generic reading of the interviews, alignment of content with general and specific objectives of the scientific study and tally of times the most frequent words were mentioned); 2) material exploration; 3) the sorting of results, their organization and interpretation (creation of initial categories by theme and confirmation of intermediary categories with themes most mentioned by interviewees).

3. Results and Discussion

From the 34 interviewee sample, there was the following distribution: 11 from the public sector, six from the private sector and 17 connected to non-profit institutions and associations within the cities of Catu and Teixeira de Freitas, Bahia.

Within the group of local stakeholders, 23 (67.64%) responded that they were not born in the city and had moved there for family or work reasons. On the topic of affection for the locale, stakeholders mentioned positive aspects such as people and their warmth. In the case of Teixeira de Freitas, interviewees highlighted their expectation for growth and the opportunities offered within the city. Regarding negative aspects, answers focused on: local politics, violence and the low availability of higher education courses (undergraduate and graduate). In Catu, respondents emphasized the necessity to improve issues such as unemployment, environment, cultural aspects and, in Teixeira de Freitas, city infrastructure.

On issues of the importance of their role as local stakeholders, all considered it relevant whether in direct political and/or social action or through organizational action. Of those interviewed, 73,25% (25) are involved in collective-focused organizations be they political, social or religious. In regard to popular action in general, 50% consider that people participate very little or not at all in activities focused on the collective. On city education, 44.11% (15 interviewees) evaluated it as positive or improving. The majority of respondents were those from Teixeira de Freitas (13), which 32.35% (11) classified education as negative with the majority coming from Catu (eight).

In the category of institutions, 52.94% (18) did not consider their city to have enough institutions for the promotion of development. Regarding important institutions, answers cited from the three primary sectors: public (offices linked to the fields of education, sports, justice, culture, administration and leisure), private (organizations serving production - industry, commerce, agriculture, transportations and cooperatives; petroleum companies; agricultural production - papaya, watermelon, squash, passion fruit; paper and cellulose, merchants in general and service providers such as institutions of higher education and health) and non-profit (professional associations; cooperatives; religious institutions; union organizations; business, neighborhood, educational, and rural associations, as well as support groups for children, the elderly, the environment, drug users, animals). In this contingent, IF Baiano was mentioned by 17.64% (six respondents) as an relevant institution to the development of their city.

As for the extinct institutions, 61.76% (21) referred to the educational institute, union group, professional council, oil business, public organizations (environment, social work, nutrition, public safety, culture and agriculture), philanthropic organizations, support groups

for the business branch, and rural associations. When asked if the existing institutions seek to promote local development and adapt to their current context, 50% (17) of the stakeholders opined negatively (eight in the city of Catu and nine in Teixeira de Freitas). Of this sample, one (1) interviewee mentioned that, in spite of IF Baiano offering professional courses, they did not know how much it met the demands as a local development institution.

Answering if education exerted some influence on development and how IF Baiano fit into this reality, 94.11% (32 interviewees) opined positively. However, this expression is counterbalanced by the question of the IF Baiano, as an educational, scientific and technological institution, which is contextualized with local realities and plays its role in local development, in the opinion of 47.05% of those interviewed.

On the topic of culture, the majority mentioned more than one type for the description of the population, in other words, it is individualistic/competitive (seven mentions), individualistic/in solidarity (five), individualistic/cooperative (two), competitive/in solidarity (seven), individualistic/competitive/in solidarity (two), and individualistic/competitive/cooperative/in solidarity (one); 12 participants employed a single description: individualistic (four), competitive (one), cooperative (one) and in solidarity (six); three had no formed opinion on the topic. Even with the emphasis give to solidarity and cooperation, this was not reflected in the item “integration.” When questioned if “the people of your city are integrated,” 67.64% (23) did not have an answer. However, one of the respondents pointed out that the IF Baiano is an important institution in stimulating integration among members of the community.

On the topic of action promoted for the benefit of the community, 52.94% (18) answered that on the whole, this is organized by public authorities, religious institutions and philanthropic groups. Stakeholders were also questioned about effects (individual or collective) of the above-mentioned activities, but 76.74% (26) could not define them. One of the participants pointed out that the activities are subject to the interests of groups, and so there could be individual or collective effects depending on the occasion. In regard to the ideal traits for the population, they mentioned directly the following: integrative (three references), more demanding (three), initiative (two), entrepreneurial (two) and in solidarity (two) as the most remembered by the interviewees. Next, they mentioned: motivated, participatory, communicative, humble, courageous, attentive to education, more qualified, more informed, unifying, spiritualized, cooperative, and supportive of social projects. However, 32.35% (11 sources) did not have an answer.

Regarding the question about the IF Baiano bringing about some transformation

and/or change in local culture, 41.17% (14) said no, on the whole. The stakeholders justified their answer with the short amount of time the institution has been in existence (eight years in December of 2016).

On the issues of procedures, 47.05 (16) deemed the work realized by politicians bad or average. One of the interviewees mentioned the IF Baiano as a possible agent in the offering of higher education degrees, however, the Institute, as established in the law creating the Federal Institutes of Education, Science and Technology, is equated with universities for the purposes of regulation, evaluation and supervision (Brazil, 2008). It already offers degrees at this education level (in fact, in Catu, one of the cities analyzed in this study).

On the aspect of service delivered by public offices to the population, 38.23% (13) considered it bad or average. For the item of information/communication dissemination for the region, 50% (17) classified it as bad or average. Regarding people's access to ideal information and means, they pointed out in general means (vehicles) of communication such as radio, websites, social networks, billboards, but imagined that the best means would be instantaneous communication applications (WhatsApp, for example), meetings and informative lectures with organized civil society. Regarding modernity, 64.70% (22) said that "modernity" does not fall within the adjectives describing their city.

Within the education field, and the relevance of this factor in government/lawmaker and resident relations, 73.25% (25) highlighted this item as important to positive relationships and subsequent improvement in the local reality. When asked about the IF Baiano's role in the city, they described the following: 52.94% (18) said that the Institute plays the role of a positive change agent in the public power and population's relations. On the topic of regional vocation service by the IF Baiano, 64.70% (22) answered positively. Regarding the Institute's communication, 58.82% (20) said that it did not communicate well with the community.

In the area of resources, 52.94% (18) declared that their city was developed or developing. When asked about how the population could stimulate this factor, they said that certain aspects are missing or still must be activated: changing the administration, public protests, renewal, frequenting city hall, choosing better representatives, "breaking paradigms," linking education, health and social action, better organizational structures, getting motivated and having education and jobs.

Education was considered relevant as a development variable by 73.52%. The IF Baiano was mentioned by 58.82% (20) as a relevant proponent within the local context. In regard to an institution built on the pillars of teaching (basic and higher education), research and extension, the participants were questioned on the matter of the link between the IF

Baiano's projects and reality. On this issue, 67.43% (23) demonstrated unfamiliarity with the existence of these projects, whether in research and/or extension.

On the topic of surroundings, local stakeholders evaluated their city's relationship with other bodies as good (52.94% - 18 respondents), and in fact mentioned councils in the fields of health and commerce. On internal markets (how does one make a living in their city?), Catu and Teixeira de Freitas had some common areas, such as: commerce, service, livestock, and government jobs. In Catu, the majority pointed to the petroleum industry crisis as something damaging to the local economy, for the above-mentioned fields maintain a direct and/or indirect relationship to petroleum. In Teixeira de Freitas, answers highlighted agriculture with its respective crops of squash, watermelon, papaya, sugarcane, as well as the interference of cattle raising and eucalyptus farming (paper and cellulose production) in the city due to the fact that many residents work in this industrial field in the extreme southern region.

Answering about the relationship with the private sector, 44.11% (15) of interviewees said that this relationship between public and business is bad. To improve these relations, the educational factor would bring about results, according to 64.70 (22) of those interviewed. In regard to the IF Baiano, 50% (17) could not answer if the institution would be a necessary component in the improvement of relationships between local government and the private sector. Based on the information cited, the numbers are reflected in the question about the Institute's relationship with local stakeholders: 47.05% (16) could not form an opinion on the matter.

From this study, one can infer that the Instituto Federal Baiano, despite being considered a relevant actor in local development and linked to regional vocation, does not communicate well with the community (for example, they were unfamiliar with projects from the pillars Research and Extension), therefore it is seen as hardly participatory and as not achieving transformation and/or change in culture. However, interviewees consider education an important factor in the development process, especially as the cities find themselves in improvement phases, are not modernized and have little involvement of the population in collective actions.

It is of great worth that the meaning of the Federal Institute of Education, Science and Technology's project is empowered through the IF Baiano and socialized throughout its identity territory. It was noted that the initiatives, actions and activities connected to the Teaching, Research and Extension pillars do not reach the awareness of the people responsible for political, social and/or economic projects in the region. This does not amplify

the demand on the part of residents to avail themselves effectively of the human, physical, logistical and financial potential of the Institute to impact the day to day of the city and region.

4. Conclusion

It is concluded that the local stakeholders' understanding of the IF Baiano's significance within the local development of Catu and Teixeira de Freitas is the following: in a positive way, the Instituto Federal Baiano is a relevant institution in the context of the locales, it serves regional vocation and exerts a role of positive change in relations between the government and the population. On areas for improvement by the IF Baiano, its research projects and extension are unfamiliar to people, it does not communicate well, it does not bring about transformation and/or change in local culture and its relationship with local stakeholders, and its role in the relationship between local government and the private sector in the region did not provoke any opinion from the study's participants.

On the first specific objective, classifying stakeholders' perspectives about their cities' development, it is noted that they consider them developed or developing (in Teixeira de Freitas, expectation of growth and opportunity), measures meant for the population are taken, people are welcoming and maintaining good relations with the surrounding area, except with the business sector. However, the regions needs more institutions promoting local development and those in existence do not take measures in this sense; local management and the spread of information and local communication are subpar or average; the cities are not modern; there are some issues such as: political management, violence and access to higher education (undergraduate and graduate); in Catu, unemployment, environment, cultural items and, in Teixeira de Freitas, city infrastructure. Education was pointed to as a positive influence on development.

In regard to the second specific objective, to contextualize the role of the IF Baiano within local development, it is clear that the Instituto Federal Baiano is perceived as a relevant organization within the regions, however, it is not rooted within the day to day, evidenced by the unfamiliarity with the higher education degrees offered and research projects underway, as well as extension measure taken with the wider community. Despite its time in existence in the locales, the IF Baiano does not enjoy full comprehension about what is a Federal Institute for Education, Science and Technology and its project to take professional and technological education to rural areas. Nor is there knowledge of programs, projects, measures and activities

realized by the institution on any digital platform (websites, social networks, local communication channels), audiovisual platform (radio, TV) or printed platform (bulletins, newspapers, magazines, billboards, etc.). In this way, a gap is observed between the IF Baiano's organizational intention and the cities' understanding of its political-pedagogical project in the perspective of local stakeholders.

On the third specific objective - to characterize local development in the cities where the IF Baiano has a campus - two distinct geographic realities are observed (identity territory of Northern Coast and Bahian Forest (Litoral Norte and Agreste Baiano) and the territory of the Extreme South (Extremo Sul) that are, at the same time, close. There are similar structural problems in the political, social, educational, environmental and cultural arenas, as well as similar expectations around the relevant function of education in this process. Despite deeming the regions developed (or developing), in practice they see diverse points to improve, as in the examples of the existing institutions, public services, the public's knowledge and city modernity. For this reason, greater proximity is necessary among the elements of stakeholders, institutions, culture, procedures, resources and surroundings within the Hexagon of Regional Development in order to consider Catu and Teixeira de Freitas developed cities.

As contributions, this study collaborates with the management of the Instituto Federal Baiano because the information is valuable about the perception and expectation of communities regarding public education professional and technological education; communities can see themselves as agents of a free, quality public education in their cities, mainly through the appropriation of the collective, democratic and participatory spaces required by the Federal Institutes; the Brazilian State has the measurement of the level of dialogue between public institutions and society and, from this, makes it possible to improve the improvement of the provision of public services; Science has a perspective on how the educational services of a Federal Institute of Education, Science and Technology are received from the worldviews of diverse social segments.

It is recommended that the Institute divide its participation in decision-making, collective spaces in order to also be perceived as active, influential and transformative of reality. Through its pillars of Teaching, Research and Extension, the institution can go beyond the mindset of a technical institute responding to loose demands of the job market and instead amplify its level of local, regional and national influence, making a presence in the discussions and decisions of the identity territories, with the purpose of being perceived as contributing to local development.

For future research, suggestions include a segmented study (government, private sector and non-profit sector) in order to bring more specific results; choosing groups unaffiliated with management or leadership to compare visions of the locales; applying the study in other municipalities where the institution has structure in order to analyze if the presence of students brings about a difference in perception; using a larger sample size in regional terms as the Federal Institutes work with the concept of identity territories and its actions are focused on including multiple cities.

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