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## Rural Youth and Public Higher Education: Student Trajectories of a Public University Campus of the Northeast of Brazil

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### ABSTRACT

It is observed that in recent years there has been a process of internalization of higher education in Brazil, arising mainly from the public policy of restructuring and expansion of federal universities, instituted in 2007. However, to what extent this process can be considered as changes in the life trajectories of historically marginalized social groups? To link this discussion, this article analyzes the life trajectories of young rural students from a public university campus in the Northeast, Brazil. This is a quantitative, descriptive study with random sampling of students from courses in the field of exact and biological sciences, where the data collection instruments were used, the questionnaire and field diary were used to analyze these data. descriptive statistics and content analysis. The results point to a profile of youngsters ranging from 18 to 33 years of age, a school trajectory of migration to urban spaces as a reason to continue studies due to the precariousness of education in rural areas and future prospects of higher education linked to the financial ascent to help the family and its territories. Therefore, this study suggests that the internationalization and expansion programs of federal universities are being an ally in the changing trajectories of the rural youth social group.

### KEYWORDS

Higher education. Rural youth. Student life.

## Juventude Rural e Ensino Superior Público: Trajetórias de Estudantes de um Campus Universitário Público do Nordeste do Brasil

### RESUMO

Observa-se que nos últimos anos houve um processo de interiorização do ensino superior no Brasil, advindo principalmente da política pública de reestruturação e expansão das universidades federais, instituída em 2007. No entanto, em que medida esse processo pode ser considerado como de mudanças nas trajetórias de vida de grupos sociais historicamente marginalizados? Para desencadear tal discussão, este artigo analisa as trajetórias escolares de jovens estudantes rurais de um campus universitário público do Nordeste do Brasil. Trata-se de um estudo quantitativo, descritivo, com amostragem aleatória de estudantes dos cursos das áreas de ciências exatas e biológicas, no qual foram utilizados o questionário e o diário de campo como instrumentos de coleta de dados; a estatística descritiva e a análise de conteúdo, como procedimentos de análise desses dados. Os resultados apontaram para um perfil de jovens com idade que varia entre 18 a 33 anos; trajetória escolar de migração para espaços citadinos, como motivação para continuar os estudos devido à precarização da educação nos espaços rurais; e perspectivas de futuro voltadas para o ensino superior objetivando a ascensão financeira para ajudar a família e seus territórios. Portanto, esse estudo sugere que os programas de interiorização e expansão das universidades federais estão sendo um aliado nas trajetórias de mudanças dos jovens e das jovens das áreas rurais.

### PALAVRAS-CHAVE

Ensino Superior. Juventude Rural. Trajetória escolar.

## Juventud Rural y Educación Superior Pública: Trayectorias de Estudiantes de un Campus de la Universidad Pública del Noreste de Brasil

### RESUMEN

Se observa que en los últimos años hubo un proceso de interiorización de la enseñanza superior en Brasil, provenientes principalmente de la política pública de reestructuración y expansión de las universidades federales, instituída en 2007. Sin embargo, en qué medida ese proceso puede ser considerado como de cambios en ¿trayectorias de vida de grupos sociales históricamente marginados? Para encadenar tal discusión, este artículo analiza trayectorias de vida de jóvenes estudiantes rurales de un campus universitario público del Nordeste, Brasil. Se trata de un estudio cuantitativo, descriptivo, con muestreo aleatorio de estudiantes de los cursos del área de ciencias exactas y biológicas, donde se utilizó de los instrumentos de recolección de las informaciones el cuestionario y diario de campo, para análisis de esos datos, se hizo uso de la información estadística descriptiva y análisis de contenido. Los resultados apuntan a un perfil de jóvenes con edad que varía entre 18 a 33 años, trayectoria escolar de migración para espacios citadinos como motivo para continuar los estudios por cuenta de la precarización de la educación en los espacios rurales y perspectivas de futuro derivadas de la enseñanza superior ligadas a la ascensión financiera para ayudar a la familia y sus territorios. Por lo tanto, este estudio sugiere que los programas de interiorización y expansión de las universidades federales están siendo un aliado en las trayectorias de cambios del grupo social juventud rural.

### PALABRAS CLAVE

Enseñanza superior. Juventud rural. Vida escolar

## Introduction

The knowledge built by society over time is disseminated in countless ways. In formal ways, the process of secondary socialization of individuals is attributed mainly by western modernity to the school institution. Thus, it is considered that the school is the means responsible for educating the social subjects and instrumentalizing them for the social world, giving subsidies that guarantee, in part, social, economic, political and cultural bonds of maintenance and transformation of the current social order.

Based on the current Brazilian constitutional terms, it is understood that access to quality education should be guaranteed to the general population, regardless of their social class, ethnicity, gender, creed, territory, etc. However, social groups that do not establish power relations in the current social structure do not enjoy this right.

The present study is in the context of the production on the processes of socialization and “inclusion” of young people in society and has as its interlocutors the young people who have been able to enter the public university. The paper seeks to analyze the life trajectories of this social segment, highlighting the social representations of these subjects in educational spaces.

Discussing the social representations of rural youth subjects in educational spaces in their life trajectories is important because these actors suffer the influences of the environment where they live and act, which produce processes of resignification of their experiences. With this, we agree with Paulo (2010, p.51), who brings in his writing the widespread conception in the works of Karl Mannheim, a pioneer in studies focused on the youth area, which highlights the protagonism of this stage of life “not only by a class bias, but as a subject formed in the dialectical relationship with society and seen with transformative potential”. Young people live with dilemmas that require adaptation to the social environment in which they are inserted and their identity is built and rebuilt throughout their lives, thus becoming social subjects, directly influenced by the figurations they build and the symbolic games they play. accompany. In this sense, Barcellos (2014, p.66) points out that:

The transformations of singular human beings and the transformations of the figurations that they form with each other, even though they are inseparable and intertwined with each other, are transformations in different planes and types as in the case of the Brazilian rural and what is conditioned as rural youth for some time. a constant tension.

Barcellos (2014) draws attention to several figurations that exist between Brazilian rural and urban spaces. In the first case, rural people present themselves in innumerable ways, having in each instance differentiated representations and subjects that face a multiplicity of conditions, peculiar characteristics and traditions that modify the environment and those that integrate it, thus not allowing fixed and watertight definitions to their surroundings. respect. In this sense, Stropasolas (2005, p. 03) perceives

The rural as a concept under construction and not a crystallized place with essentialist “virtues”, given that the imposing views of rural are the result of social forces often diverging from the conception of what rurality is or should be.

Understanding the rural from the perspective of its multiple faces, one draws attention to the various forms of structuring that have been taking place due to the discontinuity processes associated, according to Giddens (1991), with modernity. However, this theme has been gaining major proportions as the moral and civic crisis experienced by urban dwellers is constituted, because for decades the rural has been marginalized by the stigmas of backward place and detached from the possibility of progress.

Wanderley (1997), when analyzing the processes of modernization of ruralities and their questions about the place of rural people in contemporary Brazil, points out two of the main characteristics of these spaces:

Specific relationship of rural inhabitants with nature; In this sense, the rural environment is a space predominantly not built by man, resulting in particular practices and representations about space, time, work, family, etc. On the other hand, also differentiated social relations, which Henri Mendras defined as inter-knowledge, resulting from the restricted size and complexity of rural communities. (1997, p. 02)

These characteristics raised by Wanderley (1997) go beyond the differentiations of rural and urban spaces based on demographic data. In addition, its characteristics also surpass understandings about rural modernization as directly related to the paradigms of distinction of these spaces, because, as Milton Santos (apud, WANDERLEY, 1997, p.04) points out, “the depth of the transformations of society, tends to blur the traditional distinction between urban and rural and replace it with the distinction between agricultural and urban regions”. In fact, such distinctions do not contribute to the process of understanding the rural, as they corroborate the homogenization of definitions that are not always in accordance with the experience lived by the subjects in these spaces. Concerning the above, Silva (apud, PAULO, 2010, p. 70) states that:

The difference between rural and urban is becoming less and less important. It can be said that the rural today can only be understood as a continuum of the urban, from the spatial point of view; and from the point of view of the organization of economic activity, cities can no longer be identified with industrial activity alone, nor can fields with agriculture and livestock.

This kind of understanding, of the rural based only on urban perspectives and putting them in opposition, must be updated to face it as a result of a dialectical process, based on the relationships that are established through the experiences between the countryside and the city, which originate a broadly diversified social space, first and foremost a diversification “that results from the very differentiation of cities, the strategies of rural dwellers, access to municipal goods and services, and the differentiation of spaces of everyday life”(WANDERLEY, 1997, p. 05). In this sense, it is clear that the perceptions of physical and social distances that previously engendered rural and urban lifestyles are being updated by the reflexivity of modernity.

Paulo (2010, p. 73) cites Jollivet as addressing “rural modernization” by pointing to demographic increase, ease of access to means of transport and communication, as factors that contribute directly to migratory flows. Since one of the consequences of the increase in migration is the dissolution of existing barriers between rural and urban, which can be understood as a dubious relationship that provokes “the elaboration of a new cultural system and new social identities that deserve be investigated” (STROPASOLAS, 2005, p. 04). Given this, Wanderley (apud, PAULO AND SILVA, 2013, p.13) highlights that:

Although there are many similarities between rural and urban young people regarding future life dreams, a taste for coexistence with groups of friends and even the style of clothing, such similarities do not dilute differences regarding the specificity of rural living, and be part of a peasant family.

What is striking is that the social identities of these young people are related to their means of origin by the singularities presented. Paulo (2010, p.72) understands that “The rural environment is the result of a historical process and specific social relations, which do not dilute in the midst of frequent contacts with the urban”. However, it can be considered that the rural environment is based on the reflexive processes of its agents, as they experience other instances and attribute new meanings to their traditions. Carneiro (apud STROPASOLAS, 2005, p. 13) points out that:

Young people are actors in this cultural reconstruction based on a re-reading of urban values, in which social roles are redefined and projects are formulated under new paradigms, starting from a (partial) break with the old molds traditionally adopted by local society.

This dialogue aims to observe that rural youth emerges as a part of the population that is deeply affected by the processes of transformation, and has been gaining its space, since it was previously seen only as a segment of workers at the service of family subsistence. The "being young" of the rural is a matter that has in its scope numerous implications, starting with the socially disseminated stereotypes that contribute to the marginalization of the individuals that make up this "youth condition". This continues to be emphasized because there are “a multitude of rural youth situations that are bounded by the socioeconomic conditions of families, access to education, gender, and location of the community where they live in relation to the city” (PAULO, 2010, p.130).

In a study conducted in the Pernambuco hinterland, Tavares (2009), analyzing the trajectories of eleven juvenile actors from the municipality of Ibimirim, conceives a tangle of situations that reflect some factors that become fundamental for understanding the juvenile conditions of these subjects, which contributes to the constitution of the identities of young people who cross the rural and urban paths.

Some trajectories show young people seeking a way of life that has not yet been experienced by their parents, at least in the way they project this life, through ideas and behaviors, into a life that reconciles the best in the field with the best in town. The approximation between rural and urban life that these young people seek would be achieved through access to transport and more efficient communication, which

would shorten the distance and increase the quality of material and symbolic exchanges. (TAVARES, 2009, p.247).

In addition to these young people who are more closely approaching a rural life resignified with the urban, Tavares (2009) also highlights that some of the young people simply settle and choose to remain reproducing the instituted model. However, he adds that the absence of public policies makes it difficult for many young people to develop their projects, as they, like their families, are on the fringes of capital and power relations. The inequalities experienced by young people are many and the forms of overcoming mainly refer to work and education, seen as driving springs for the transformation of the condition experienced in rural areas. Following the perspective presented, one agrees with Carneiro (2005, apud, PAULO, 2010, p. 65), considering:

The appreciation of education as a condition for rural youth to get a job is largely associated with the abandonment of agricultural activity; The high incidence of young people who live in the countryside and work in the city can be interpreted as a result of a new reality in which the young person seeks to combine residence in the place of origin with work in the city.

In this perspective, attention is drawn to the difficulties encountered by young people and rural girls when they decide to seek better living and working conditions through formal education. The discussion raised by Paulo (2010) takes into account the precarious working conditions to which young people are subjected, is a consequence of the difficulties they face when seeking education in their localities. Thus, it is noticed that the access and permanence of rural young people in school are surrounded by the lack of public policies that take into consideration factors such as location, curriculum, work, family, among others that will be discussed in this essay.

Observing, in this sense, the confrontation of rural youths and young women in their life trajectories, this work fosters discussions in the context of the experiences of rural university youths who build their identities through experiences between urban and rural spaces. As Paulo e Silva (2013, p.02), it is believed that these rural young people “are social actors who build particular identities in the midst of rural collectivities and in relation to other youths, but this is nevertheless a category that still needs to be better understood.”

The work is basically organized in four parts, and the first one presents the methodology, highlighting the research subject group, the approach adopted, the data collection instruments and the method of data analysis; The second analyzes, based on the data produced, the diversity and school trajectories of rural youth subjects; In the third part, we reflect on the challenges of the trajectories of young people and rural youth, from the point of view of the sociability process experienced by the subjects, highlighting the ways of coping and their reflexes in the university sphere. We close the paper by presenting some concluding remarks.

## Methodology: Approach and Procedures in Data Production

The research was based on a methodology under a quantitative approach (FALCÃO & REGNIER, 2000). In the case of techniques of this nature, there is the possibility of apprehending the numerical data related to the research field that may be directly or indirectly involved. The information was obtained through questions about the socioeconomic profile of rural and fishing youngsters from the exact and biological sciences courses, some of their school trajectories, from basic education to higher education, socio-cultural experiences and perspectives for future. The open-ended questions were categorized from Bardin's (2011) perspective, based on content analysis, then entered into a Statistical Package for Social Sciences (SPSS) spreadsheet by the team that obtained the information.

The study resulted in the analysis of 38 questionnaires, answered by rural and fishing young people, from February to May 2016. At the time, the research subject group regularly attended the Federal University of Piauí - Campus Ministro Reis Veloso and was enrolled in courses focused on the areas that encompass the exact and biological sciences. Prior to the application of the questionnaires, the number of young people living in rural and fishing communities or temporarily migrating to the city was mapped in order to attend higher education. It was found that the percentage of these youngsters is much lower when compared to the total number of students enrolled in this Higher Education Institution (HEI), according to table 1.

**Table 1.** Quantitative mapping of students by course

Courses	Enrolled Students	Mapped students	Rural young	Young rural researchers
Biology	400	151	27	18
Fishing Engineer	280	049	09	06
Mathematics	312	105	20	14
Total	992	305	56	38

Source: Melo, Santana and Braga (2016), field research.

The courses listed in Table 1 have semester entry to campus with up to 60 openings. However, there was a differentiation in the number of students attending these courses, and with little rural youth. In the biology course, for example, of the 400 students enrolled, only 27 fit the research. In the math course, I had a total of 312 active students, of which only 20 are from rural areas. The course in which it was most difficult to conduct the research was fishing engineering, because the only period with students in the regular classroom was the first, were not found the classrooms and the vast majority of classes. It took place at the fish farming center, and of the 280 students, 49 were mapped, and of these, only 9 students were from rural areas.



**Table 2.** Socioeconomic profile of rural young women surveyed

Features	N	%
<b>Age</b>		
18-20	20	52,7
21-23	8	21
24-26	7	18,4
27-33	3	7,8
<b>Total</b>	<b>38</b>	<b>100</b>
<b>Gender</b>		
Male	23	60,5
Female	15	39,5
<b>Total</b>	<b>38</b>	<b>100</b>
<b>marital status</b>		
Not married	34	89,5
Married / live together	04	10,5
<b>Total</b>	<b>38</b>	<b>100</b>
<b>Income</b>		
Up to one salary	5	13,2
1 to 3 more	13	34,2
Don't know / didn't answer	20	52,6
<b>Total</b>	<b>38</b>	<b>100</b>
<b>Total</b>	<b>38</b>	<b>100</b>

Source: Melo, Santana and Braga (2016), field research.

In order to understand the individuals who transcended the difficulties identified in this and other surveys, it was initially sought to draw the socioeconomic profile of the respondents, as shown in Table 2. A little over half (52.7%) of the young people surveyed are between 18 and 20 years old. Most (60.5%) are male. It should also be noted that a significant number (89.5%) of the subjects are single. Regarding family income, 13.2% say that this goes up to one minimum wage, while 34.2% say it is a little more than one to three minimum wages, 52.6% say they do not know and / or did not respond.

### Rural Youth Subjects: Diversity and School Trajectories

The subjects of this research are representatives of a small portion that managed to reach the *status* of university students (as) of the public system, because as stated by the researches of Wanderley (2007) and Castro (2007), the access of rural youth to universities is scarce. and the difficulties are many. As such, few rural young people are able to continue their studies, and when they do, they find themselves in public schools, in semi-classroom mode and, in many cases, in courses that are not of their first interest. According to Carneiro (2005 *apud*, PAULO AND SILVA, 2013, p.03)

There is a greater appreciation of education by this portion of youth as a condition for accessing employment and this is largely associated with a removal from agricultural activity. [...] rural young people are largely linked to precarious employment conditions, which shows that investment in education, despite being a desire, is not part of most young people's lives.

There is a diversity of rural young people. Such as, for example, those who integrate most with formal education activities and less with agricultural activities and vice versa. In this paper, we analyze the subjects who managed to circumvent the difficulties of accessing the basic educational levels until reaching the public higher education. On the other hand, this



does not mean that difficulties and inequalities have come to an end; the case of gender relations in access and permanence to formal education stands out. As shown in table 2, most (60.5%) of the subjects surveyed are men, which may be related to the knowledge area chosen by the subjects (in this case, exact and biological), traditionally linked to the male gender, because the research carried out at a university campus of the Rural Federal University of Pernambuco, Serra Talhada, Paulo e Silva (2013) found that the number of women (60%) attending HEI was greater than the number of men (40%). . This is because, according to Silva (2002, p.103)

Girls stayed the longest in school compared to boys. Most likely because they are not entering the seasonal migration process as quickly as boys. However, staying at home, girls have to balance their studies and housework or paid domestic work in family homes in the urban area of the municipality. In contrast, it has been observed that boys are much more likely to drop out of work-related studies.

Although not valued in their multiple roles, young rural women combine their daily dealings with activities that range from farming agriculture, home care, studies, animal / bird / fish farming, religion, among others. It should be noted, on the other hand, that when they need to migrate to the city in order to “complete their studies”, especially high school (see table 3) and higher, the field activities become secondary, and they start working, often in the city as housewives, on the high street, receiving financial support from parents or “university scholarship”, according to informal conversation with the young university students surveyed.

**Table 3.** Trajectories of the basic education of the rural youths surveyed

Features	N	%
<b>Elementary School</b>		
Integrally in public school	32	84,2
Most in public school	5	13,2
Most in private school	1	2,6
<b>Total</b>	38	100
<b>Elementary School Modality</b>		
Regular	38	100
Supplementary	0	0,0
<b>Total</b>	38	100
<b>Completed Elementary School</b>		
Rural	21	55,3
Urban	17	44,7
<b>Total</b>	38	100
<b>High school</b>		
Integrally in public school	31	81,6
Integrally in private school	3	7,9
Most in public school	3	7,9
Most in private school	1	2,6
<b>Total</b>	38	100
<b>High School Modality</b>		
Regular	37	97,4
Supplementary	1	2,6
<b>Total</b>	38	100
<b>Completed High School</b>		
Rural	12	31,6
Urban	26	68,4
<b>Total</b>	38	100
<b>Total</b>	38	100

Source: Melo, Santana and Braga (2016), field research.

In the school trajectory of the basic education of the studied youths, it is possible to notice that one of the strategies used by the young people to complete the basic education was the migration, this can be observed since the elementary school, because a little more than half (55, 3%) of respondents attended regular elementary school in rural schools, however, a significant portion (44.7%) left rural / fishing communities in the early years of schooling. When we look at migration in high school, less than half (31.6%) of rural young people remained in rural / fishing communities, with a significant drop in their permanence in rural areas. their localities of origin, that is, as the level of education increases, the evasion in the communities grows. Such placement can be confirmed by the growth in the percentage of young people (68.4%) who started attending schools in the cities.

The direct relationship between the level of education and the migratory flows of rural youth points to yet another challenge faced by these social groups. In addition to seasonal migration to work, they also undertake this process to study. In these cases, Stropasolas (2005, p. 16) states that one of the causes of the migratory process is the search for overcoming the life put in their localities and the questioning of the professions experienced by their parents, and one of the main ways to escape this reality. it is the movement “towards the headquarters of the municipalities of the region, seeking job opportunities or even access to higher levels of education”. Thus Souza, Andreatta and Rambo (2008, apud, MACHADO, 2014, p. 60), bring to the core of the discussion the argument that

Young people in the countryside have been facing an absolute lack of perspective towards this territory, because the way the countryside is structured offers no alternatives, resulting in the massive departure of young people from the countryside to the city with the goal of changing their lives. wish to experience the financial crisis in which family farming is located.

The lack of perspectives for youth in the various Brazilian ruralities, and in the case of the interviewed subjects, is linked, in part, to a development model that generates hierarchies. Formal education, for example, structures distinctions between city and country schools because it does not take into account their specificities and does not offer the same opportunities between territories. This can be seen in the lack of public schools for primary and tertiary levels that meets the needs of rural populations. To get an idea of this deficiency, especially at certain levels, most (84.2%) of the young university students surveyed attended elementary school entirely in public schools, but only slightly more than half (55.3%). ) completed elementary school in rural territory.

When the type of high school is verified, it is clear that the vast majority (81.6%) remained in the public system, but the majority (68.4%) had to migrate to the city to complete basic education. In addition to the lack of institutions of basic and higher education in rural communities, the quality of education offered in the countryside is another factor that corroborates the evasions of young people seeking higher quality. Although the conditions of public education in the country, with some exceptions, are not based on a quality model even, being in the urban perimeter, these become the only options for low-income girls who want

education for transformation. In this sense, Paulo e Silva (2013, p.05) agree with other studies, stating that the quality of public schools, especially at secondary level, is lower

When related to the private and this becomes more problematic when we talk about the rural, which does not have them. Moreover, the displacement of these young people to the urban environment without any concern with the construction of contextualized knowledge, leads many young people to value other knowledge to the detriment of socialization in family farming, which leads us to conclude that access to studies means exit and not strengthening this profession and this way of life.

The relationship between contextualized teaching and the strengthening of the rural way of life is an important reflection that makes it possible to strengthen the links between education and the rural environment. For if, in these spaces, there were schools that excelled in the dialogue between the technical-scientific knowledge and the local knowledge, the migratory processes would suffer a fall, since, as Dayrell (2003, p. 56) points out, the school does not create guidelines. proximity to the interests and needs of young people, “unable to understand or respond to the demands placed on them, contributing little in their construction as subjects”. It is important to highlight that the lack of meaning of students towards school directly influences both the processes of student achievement and dropout. Table 4 gives an overview of the school performance indexes of the basic education of the subjects involved in the study.

**Table 4.** School performance of rural young women surveyed in the basic education trajectory

Characteristics	N	%
<b>Recovery in basic education</b>		
Yes	21	54,3
Not	17	44,7
<b>Total</b>	38	100
<b>Disciplines that got into recovery</b>		
Humanities / Languages	6	15,8
Mathematics / Natural Sciences	6	15,8
Both	9	23,7
Not applicable	17	44,7
<b>Total</b>	38	100
<b>Some failure in basic education</b>		
Yes	11	28,9
No	27	71,1
<b>Total</b>	38	100
<b>Expulsion in basic education</b>		
Yes	0	0
No	38	100
<b>Total</b>	38	100
<b>Break Between Elementary School for High School</b>		
Yes	0	0
No	38	100
<b>Total</b>	38	100

<b>Break between High School and Higher Education</b>		
Yes	12	31,6
No	26	68,4
<b>Total</b>	38	100
<b>Admission to Higher Education through:</b>		
Quotas low income	20	52,6
Wide competition	15	39,5
Quotas for Blacks	2	5,3
Disability Vacancies	1	2,6
<b>Total</b>	38	100
<b>Total</b>	38	100

Source: Melo, Santana and Braga (2016), field research.

The conditions under which a contextualized curriculum is proposed and under competences are not recent, but projected in a broader field of a set of changes constituting Brazilian society in the late nineties of the twentieth century. In addition, the competency-based curriculum is at the heart of the United Nations Educational, Scientific and Cultural Organization (UNESCO) proposal for 21st century education. However, the question of its effectiveness in the current development of students is something to take into consideration, especially in the reality of rural youth.

To get an idea of this question, table 4 brings to the center of the discussion, the school performance of the young people who participated in the interviews, who are apparently successful because they are attending higher education. , but, on the other hand, experienced some difficulties, because more than half (55.3%) of the respondents were for recovery at some point in basic education, and of this total, some (15.8%) were in the subjects covering the areas of languages and the humanities, together with others (15.8%) who took the subjects that correspond to the areas of mathematics and nature sciences, as well as a significant number (23.7%) that stayed in both the areas. In addition to recovery, school failure was also part of the lives of some of these subjects (28.9%) at some stage of education. The areas that corroborated this index are: mathematics and natural sciences (13.2%), languages and humanities (5.3%), both (5.3%).

In research by Bacha *et al.* (2006) The school performance of students who originate from rural areas and attend public schools in urban areas was discussed through the comparison between their grades and students from the urban environment. Through data analysis, scholars have concluded that there are no significant differences in student achievement in the various disciplines examined. However, they point to the need to “study the various factors that interfere with student achievement, regardless of where they live” (p. 439). The importance of these investigations is justified by their claim that:

There are several learning problems encountered within schools and it is estimated that 10-20% of these are subject-only and 80-90% have the cause of school failure linked to cultural, social and political issues governing the school institution. In these aspects should also be considered the attitude / attitude of the teacher in the production of failure or success in school. (BACHA *et al.*, 2006, p. 432)

Observing that learning goes through cognitive, educational, economic, social, cultural, political and territorial factors makes it possible to see the multidimensional dimensions of the difficulties that young people in rural areas have in pursuing their studies. However, even with the challenges, all research subjects advanced without breaks from elementary school to high school. This did not happen with the advance in the level of education from high school to higher education. At this moment, it was noticed that some (31.6%) of these interviewees and these interviewees took breaks for reasons mainly related to lack of transportation, financial / work emergencies and approval in the selection process. About this last difficulty, as illustrated in table 4, most (52.6%) of the subjects entered through the low income quotas, which for them and them is the fairest form of inclusion, considering that this modality includes more people from various social groups. More than that, Guarnieri and Melo-Silva (2017, p.190-91) point out that

The University Quotas are already part of the Brazilian reality and also identify themselves as an alternative of socialization. As a measure of “affirmative action” with reparative purpose, it is a possible alternative to promote the inclusion of young people in situations of social and ethnic disadvantage in academic spaces, enriching such spaces with the diversity and creative possibility derived from this process, which it can result in changes in research agendas, priority setting and the production of academic knowledge.

Presenting yourself through a successful speech can be perceived as strictly personal merit, but this representation gains proportions when political actions converge to promote the inclusion of socially and ethnically disadvantaged groups in these spaces.

### Sociability and Insertion in Higher Education

It is not possible to understand the trajectories of young people in higher education without analyzing the forms of sociability experienced by these subjects in the higher education institution. It is noteworthy that the challenges that continue in their trajectories and to understand the ways of coping and their reflexes in the daily life of university students, brings to the dispute the forms of sociability lived within the educational institution. as shown in table 5.

**Table 5.** Sociability of rural young women surveyed in the trajectory of higher education

Characteristics	N	%
<b>Feels good / proud to be studying at Campus</b>		
Yes	38	100
No	0	0
<b>Total</b>	38	100
<b>Likes Campus` teachers</b>		
Yes	32	84,2
No	06	15,8
<b>Total</b>	38	100
<b>Can count on Campus` teachers</b>		
Yes	05	13,2
No	33	86,8
<b>Total</b>	38	100
<b>Can count on student assistance from Campus</b>		
Yes	31	81,6
No	07	18,4
<b>Total</b>	38	100
<b>Counts on Campus Classmates</b>		
Yes	26	68,4
No	12	31,6
<b>Total</b>	38	100
<b>Participates in any academic activity (study groups and / or research on Campus</b>		
<b>Yes</b>	17	44,7
<b>No</b>	21	55,3
<b>Total</b>	38	100
<b>Encouraged to attend University</b>		
Yes	25	65,8
No	13	34,2
<b>Total</b>	38	100
<b>Total</b>	38	100

Source: Melo, Santana and Braga (2016), field research.

Machado (2013) points out that sociability is a dimension of the youth condition that occurs most often in leisure and fun spaces. However, it elucidates its recurrence in institutional spaces such as school and work. In this case, it is essential that students feel good and relate positively with the subjects that constitute it. Based on the analysis in Table 5, the data suggest that all respondents feel good at UFPI and are proud to be a student at this institution. In addition, the institutional support enables these young people to feel belonging to this HEI, such as, for example, the receipt of scholarships that will help the university students in the maintenance of their academic life, as they did not have to work to experience it. his youthful condition, which is directly related to the pursuit of financial independence. This is justified by the fact that “for young people of the lower classes, the great challenge is the guarantee of their own survival, between the tension of the search for immediate gratification and a possible project for the future” (DAYRELL, 2007, p. 1109). As a result, the majority (81.6%) of respondents can count on UFPI student assistance.

Another reason for satisfaction with HEI is related to teachers. Most students (84.2%) like their teachers but feel that they cannot count on most of these professionals (86.8%), because, according to them, there is a distance between teachers and the students, “it is as if there is an invisible wall that prevents me from approaching my teachers, but I know they have excellent qualifications” (young rural, 23 years old, Fishery Engineering). Given this, argue Martins and Dayrell (2010, p. 09)

The procedures and practices of teachers influence the direction taken in the process of student participation. And that students generally value teachers' interest in them and consider their friendliness, sometimes even friendships.

It is interesting to note that although friendship relationships are not common, there is a warmth and admiration to teachers, as observed by Martins and Dayrell (2010), which directly contributes to almost half (44.7%) of these Students choose to participate in activities of research and/or study groups coordinated by the teachers of UFPI, and most (65.8%) count on the support to attend this HEI. Regarding the sociability of the respondents to their classmates, it was inferred that most (68.4%) trust their peers. This data can be discussed based on the research by Silva (2002, p.109), where the author states that

Resistance or intolerance and distrust on the part of young people, both urban and rural, were feelings that made the difference; as well as the clothes, the choice of certain accessories, the behaviors were determinant for the realization of the approaches or not. Not forgetting, too, the family nucleus that is important for a boy or girl to approach another young person; above all, because such observation is made primarily by adults, parents, and grandparents, thus informing with whom or with what kind of young person one should or should not make friends.

These centers are foundational for maintaining the livelihoods of rural youth. They have, for example, in the family a moral universe (SARTI, 1994), instituted of symbolic values, being “founded on continuous giving, receiving, and giving back” that give meaning to a social world. The values instituted in each family sphere will be the main indicators for the fulfillment of the aspirations of the young people who make up this nucleus and may or may not encourage the realization of their projects. On the other hand, as stated by Puntel, Paiva and Ramos (2011, p. 17)

The rural environment becomes an increasingly heterogeneous and unequal space, where youth is most dramatically affected by this dynamic of border dilution between urban and rural space, coupled with the lack of perspectives for those who live on agriculture. accompany this pattern of modernization. We realize that rural youth from past generations (now the parents of young people surveyed) were building their experiences in a narrower social space, while current generations are increasingly linked to broader social and cultural relationships, which enables them young people to rethink their identities, their personal relationships and their life projects. Now and increasingly focused on deciding whether to stay in the countryside or to seek new opportunities in cities, this has strengthened the debate around the generational sustainability of the countryside. Moreover, young people now increasingly seek affirmations for their future and aspire to the construction of their projects, usually linked to the desire to enter the modern world.



This heterogeneity in the mode of interaction between territories is increasingly common with the modernization process, enabling the reorganization of the ways of life of different social subjects, especially of the rural university students who are in continuous flow between the countryside and the city. However, it should be noted (according to table 6) the maintenance of the sense of belonging established in the differentiations between rural and urban by these young people. What, for Cândido (2018), is related to the stability of the first sociability occurred by family and local ties. Specifically, most respondents (81.6%) recognize themselves as belonging to their localities, more than half (65.8%) feel they can trust the people in their locality, these subjects state (89.5%) also feel safe in their community, but a little over half (57.9%) say they can't count on any community organization or institution when they need it. It is also worth noting that a large part (71.1%) of respondents, state that their locations have improved over the past five years.

**Table 6.** Ties of belonging of the rural young women surveyed with their territory

Characteristics	N	%
<b>Feels like he belongs to its locality</b>		
Yes	31	81,6
No	07	18,4
<b>Total</b>	38	100
<b>Feel as if he can trust the people of his locality</b>		
Yes	25	65,8
No	13	34,2
<b>Total</b>	38	100
<b>Feel safe in his locality</b>		
Yes	34	89,5
No	04	10,5
<b>Total</b>	38	100
<b>Feels that he can count on his local authority</b>		
Yes	16	42,1
No	22	28,9
<b>Total</b>	38	100
<b>Total</b>	38	100

Source: Melo, Santana and Braga (2016), field research.

The maintenance of territorial ties by these rural university youths not only happens in the present, but these interactions are also projected by future prospects. This is because these actors value their stay in the territory even if they have to continue their studies, especially performing specialization, masters and doctorate (23.7%), such as cases in which they immediately seek socioeconomic stability through employment. (7.8%), or those who want to reconcile both training and the public tender (26.3%). But also, through continuing education / open competition and returning to their locality (42.8%) (see table 7).

**Table 7.** Future prospects of rural young women surveyed

Characteristics	N	%
<b>Job perspectives after graduation</b>		
Pass a public contest	03	7,8
Continuing Education	09	23,7
Continuing education / open competition	10	26,3
Continuing education / open competition / returning to your locality	16	42,8
	38	100
<b>Total</b>		
<b>Expected Changes Upon Course Completion</b>		
Improve financial condition and help family	19	65,8
Become pride / example for family / locality	10	26,3
Personal and Professional Achievements	7	18,4
Did not answer	2	2,6
<b>Total</b>	38	100
Total	38	100

Source: Melo, Santana and Braga (2016), field research.

The territorial identity of young rural and fishing students is also manifested through the expected changes with the completion of higher education, especially in the way this identity relates to the family and the local space. To give you an idea, half (50%) of the subjects point out that the completion of the course will bring improvements in their financial conditions and thus can help the family. Some (26.3%) feel that they will become a source of pride and / or an example of transformation for family and community, with 18.4% pointing to training as a form of personal and professional achievement.

These data corroborate the perceptions of Silva (2002, p.101) when investigating the young of *Chapada do Norte*, realizing the importance of the family in their lives and its implications for the future, since it is “in such a close affective-family bond. that young people are mediating and shaping their personalities, building their identities and their ways of seeing and representing themselves”. The author confirms her observation by bringing what Carneiro (1998) observed in studying the rural youths of an Italian colony, emphasizing that the young people in this locus have a moral commitment to the family, as they recognize the help provided and thus create a permanent debt to them. On the other hand, some oppose these estimates and build other ways of life that are not directly linked to their place of origin, with some distancing from their relatives, since “once migrants, to break ties and achieve start a family, never come back, or at most send only news”.

## Final Considerations

Rural and fishing communities are undergoing a movement of rupture in their traditions, caused by the generational transformations that result from the reflexivity process instituted in modernity. Young people are opposing certain conditions experienced by their parents, especially those linked to overcoming strategies through precarious work. The subjects surveyed see in formal education a way of realizing the dream of better living conditions (health, education, transportation, sanitation, among others). It is also stressed that the

opposition is not directly related to the values linked to family and locality, but to their maintenance within an economic and social order of modern capitalism.

When analyzing the school trajectories of these young rural university students, it was observed that being a student in the Brazilian rural areas is not an easy task, mainly because it assumes for itself the confrontation of numerous difficulties related to the quality of formal education in the communities, as well as the cultural capital structured in rural lifestyles. These young students have to use their own resources to meet the educational needs left by the state in their communities, having to move to other spaces in order to access better working conditions and education (at higher levels of education), which leads to the fostering of migratory practices.

The school trajectory of young rural university students is due to the internal and external dynamics with which social interactions are built. In the internal dynamics, it is observed that the trajectories are constantly re-signified through the experiences of the subjects in the family field, friendships and where they live. Externally, education takes the main form, because interactions in this space, as we have seen, trigger conditions and experiences that allow rural youth subjects to experience other life paths and situations independently, although linked to the traditional values of the locality in which they live. The transformation of the school trajectory of these subjects into rural young university students, makes the rural sense itself rethought, requiring the democratization of knowledge with contextualized formal education, envisaging the formation of historical, critical and reflective subjects, able to act on their realities, giving new meanings to what is posed and / or delineating new perspectives. However, works such as this have fostered discussions in the field of public policies, aimed at ensuring full and effective access to education for these portions of the population, seeking to distance the neoliberal models, which take the responsibility of the state and put it as being from the individual.

In this line, it is worth highlighting the importance of public policies that provide young people and rural girls with access to a democratic and quality education that dialogues with their realities and does not deprive them of living with their families in the region where they live. The end of these policies would represent the growth of migratory processes to cities with more technological resources and the consequent emptying of rural areas.

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