

Graduates of Rural Education in Natural Sciences: Socioeconomic profile

 Juliano da Silva Martins de Almeida¹,  Wender Faleiro²,  Welson Barbosa Santos³

¹ Escola Agrotécnica da Universidade Federal de Roraima - UFRR. Campus Murupu. Rodovia 174, Km 37. Boa Vista - Roraima. ² Universidade Federal de Catalão - UFCat. ³ Universidade Federal de Goiás, Regional Goiás - UFG.

Author for correspondence: juliano.almeida@ufr.br

ABSTRACT. The National Program of Rural Education (Programa Nacional de Educação no Campo - PROCAMPO), initiated in 2012, sought to establish an ensemble of articulated actions in order to improve the quality of education in rural areas of the country by adjusting teacher trainings to such demand. In that context, this paper aims to investigate the socioeconomic profile of graduates in Rural Education with focus on Natural Sciences who got their degrees from UFERSA, UFGD, UFTM and UFFS between 2014 and 2018. The results show that 66.67% of the graduates are female; 57.14% are self-declared Caucasian; aged 32.5 years old, on average; 43% are married; and their average family income is 2 minimum wages (33%). The courses on Rural Education present challenges such as decreasing the dropout/Leave of Absence rates, and guaranteeing that those who were banned from the educational system have the right to continue and finish their higher-education courses. As it is known, the precarization and belittling of the teaching career is generalized in Brazil, but that reality is even more starkly evident in Rural Education.

Keywords: graduates, rural education, teacher training, natural sciences, socioeconomic profile.

Egressos da Educação do Campo nas Ciências da Natureza: perfil socioeconômico

RESUMO. O Programa Nacional de Educação do Campo – PROCAMPO, lançado em 2012, buscou estabelecer um conjunto de ações articuladas para melhor atender a educação de regiões rurais do país a partir de uma formação docente ajustada a tal demanda. Nesse contexto, o presente estudo buscou conhecer o perfil socioeconômico de egressos em Educação do Campo com habilitação em Ciências da Natureza, e que obtiveram o título de licenciados pela UFRSA, UFGD, UFTM E UFFS entre o período de 2014 a 2018. Os resultados apontam que 66,67% dos egressos são do sexo feminino; 57,14% são autodeclarados brancos; apresentam faixa etária média de 32,5 anos; 43% são casados; e apresentam renda familiar de 2 salários mínimos (33%). As Licenciaturas em Educação do Campo apresentam desafios como a diminuição da taxa de evasão/trancamentos, garantia aos excluídos do sistema de ensino o direito à permanência e conclusão de seu curso superior. Como é sabido a precarização e demérito da profissão docente em nosso país é geral, contudo, é acentuada e claramente desvelada nos professores do campo.

Palavras-chave: egressos, educação do campo, formação docente, ciências da natureza, perfil socioeconômico.

Graduado de Educación de Campo en Ciencias Naturales: perfil socioeconómico

RESUMEN. El Programa Nacional de Educación sobre el Campo - PROCAMPO, lanzado en 2012, buscó establecer un conjunto de acciones articuladas para servir mejor a la educación de las regiones rurales del país basadas en la capacitación docente ajustada a dicha demanda. En este contexto, el presente estudio buscó conocer el perfil socioeconómico de los graduados en Educación Rural con calificación en Ciencias Naturales, y quienes obtuvieron el título de graduados de UFERSA, UFGD, UFTM y UFFS de 2014 a 2018. Los resultados muestran que el 66.67% de los graduados son mujeres; 57.14% se declaran blancos; edad promedio actual de 32.5 años; 43% están casados; y tener un ingreso familiar de 2 salarios mínimos (33%). Los títulos de licenciatura en educación rural presentan desafíos tales como la disminución de la tasa de deserción / bloqueo, garantizando a los excluidos del sistema educativo el derecho a quedarse y completar su título universitario. Como se sabe, la precariedad y el demérito de la profesión docente en nuestro país es general, sin embargo, se acentúa y se revela claramente en los maestros del campo.

Palabras clave: graduados, educación de campo, formación docente, ciencias naturales, perfil socioeconómico.

Introduction

With the National Rural Education Program (Programa Nacional de Educação do Campo - PROCAMPO) launched in 2012, forty-two Higher Education Institutions were selected to implement the Degree Course in Rural Education (Curso de Licenciatura em Educação do Campo - LEdoC). It is worth mentioning that in 2008 the Federal University of Minas Gerais (UFMG), Federal University of Bahia (UFBA), Federal University of Sergipe (UFS) and University of Brasília (UnB), due to “the experience in training educators of the field and/or experiences with implementing a degree by area of knowledge and/or experience in sharing management with the subjects of the field and their representations” were invited to develop a pilot experience, whose proposal “aimed to stimulate the creation of public projects in public Universities teaching, research and extension in the context of training educators to work with the population that works and lives in and from the countryside” (Antunes-Rocha et al., 2011, p. 19).

The Bachelor’s Degrees in Rural Education present throughout Brazil comprehends different areas of knowledge, such as: Arts, Literature and Languages, Human and Social Sciences, Nature Science and Mathematics, and Agrarian

Sciences. The challenge is to adjust these degrees to the local demands of rural workers based on a pioneering project aimed at strengthening peasant identity. In this endeavor, the bet is that specialized training for the countryside, as well as school for such social groups, can meet the needs of these peasants scattered throughout the country. That is why there are rural graduations from Rio Grande do Sul to the state of Amapá, from Bahia to Mato Grosso.

Thus, through the implantation of Bachelor's degrees in Rural Education in Brazil and the formation of the first classes from 2018 - except for the pioneering projects of the mentioned Universities - the question arises: What is the socioeconomic profile of graduates in Rural Education with qualification in Natural Sciences?

In presenting this research proposal, we emphasize that the profile’s surveys of the graduates of the Degree in Rural Education courses that we have (Molina, 2014) opened the way for a discussion, but they can be improved, expanded and aimed at meeting more specific demands amid the set of qualifications that the training offers in the country, considering that the large number of trainees in Brazil in Rural Education took place in late 2018.

Within the perspective of what has already been done, Sagae (2015), in a survey of 15 graduates from the UNICENTRO's Rural Education Degree course checked that 80% of the graduates act as teachers in their communities of origin, however they signaled the absence of interdisciplinary training. Brito and Molina (2016), when conducting a classic study on graduates of the Degree in Rural Education at the University of Brasília (UnB) sought to survey this issue. The authors found that 55% of the graduates of the course in question work in the area of training and have difficulties such as: school planning, changing school structures and promoting real changes in the lives of students; traditionalist curriculum and unrelated to students' daily lives, among others. In this context, the present study aimed to carry out a survey on the profile of the graduates of the Rural Education Degree courses - LEdoCs, with qualification in Natural Sciences.

Development

It is understood that the quantitative and qualitative aspects of an object of study are closely related in a research, whether in the field of Human or Exact Sciences. This occurs because the quantitative can be explained by the qualitative and assigns a meaning in itself

and through what has been studied (Souza & Kerbaui, 2017). In this sense, from a qualitative and quantitative approach, we will seek to investigate the profile of graduates of the Degree in Rural Education, distributed in the following educational institutions: a) Federal Rural University of Semiárido - RN; b) Federal University of Grande Dourados - MS; c) Federal University of Triângulo Mineiro - MG; d) Federal University of Fronteira do Sul - SC.

In collaboration with the coordinators of the LEdoCs involved, a registration survey of graduates who obtained a degree from 2014 to 2018 was carried out for the purposes of contacting and inviting graduates to participate in the study, as well as the flow of vacancies, registration, enrollment, registration locking and graduates with qualifications in Natural Sciences for the highlighted period. We reinforce that although the majority of undergraduate courses trained their students in 2018, there are two institutions among which involved graduating students within the mentioned period, that is, between 2014 and 2018.

Upon collecting the registration's information, 53 graduates were contacted, including 6 from UFERSA, 3 from UFTM, 28 from UFGD and 16 from UFFS. Of this total, only 21 graduates contributed with

information that supports this discussion, that is less than 50% of the total sample. This factor may be associated with limited access to the internet, a common issue among social groups such as family farmers, who live far from urban spaces and whose access to technological resources, in addition to being difficult, has costs above the average charged in urban spaces. If we consider that 32 graduates can live in rural/urban areas that do not have continuous or daily access to the internet, added to the economic conditions to have such access, perhaps it is there the justification for why a considered number of participants did not respond in a timely manner to the questionnaire sent.

The information gathering was carried out by completing an online questionnaire prepared on the Google Platform and subsequently sent by email to the participants, together with a Free and Informed Consent Form. The questionnaire was available for filling for 60 days. It is believed that the choice of this form of collection provided a favorable environment for the expression of the participants' opinions and perceptions

about the questions, as there was no embarrassment regarding the interviewer or even inhibition of responses, for example.

Table 1 shows the quantitative data of the offer of global vacancies (VG), numbers of global registrants (IG), global enrollments (MG), registration locking/dropout (T/E) of students in the Qualification in Natural Sciences (CN) and graduates (EG) in Natural Sciences in the Degree in Rural Education courses present in the institutions that make up the present study. It is important to note that the global term is related to the total number of vacancies, register and enrollments in LEdoCs, offered by UFTM, UFERSA and UFGD, since the referred institutions offer qualifications to graduates in up to two areas of knowledge. UFFS is the only HEI (Higher Education Institute) among the aforementioned, which offers a specific course in Rural Education with a qualification in Natural Sciences.

Table 1 - Flow of vacancies, register, enrollments, lock-ups and graduates from the Degree in Rural Education (LEdoC) between the period 2014 to 2018 at UFERSA, UFTM, UFGD and UFFS.

HEI	Year	Global vacancies (VG)	Global enrolled (IG)	Global registrations (MG)	Stop/leave (T/E) Nature Science (C.N.)	Graduates (EG) CN
UFERSA	2014	90	*	66	26	-
	2015	120	140	80	29	-
	2016	60	234	49	25	-
	2017	60	323	58	17	5
	2018	60	112	60	0	8
	Total	390	890	313	97	13
UFTM	2014	120	95	21	0	-
	2015	240	213	127	17	-
	2016	0	0	134	30	-
	2017	0	0	122	15	-
	2018	30	86	145	5	3
	Total	390	394	549	67	3
UFGD	2014	120	112	108	23	-
	2015	169	191	32	20	-
	2016	120	204	*	25	-
	2017	30	251	38	12	-
	2018	30	242	27	29	51
	Total	469	1.000	205	109	51
UFFS	2014	60	677	68	74	-
	2015	60	479	59	63	-
	2016	60	556	58	81	12
	2017	60	499	43	80	15
	2018	50	148	61	54	5
	Total	290	2.359	289	352	32

Source: Data collected by the authors (2019) in collaboration with UFERSA course coordinators: Federal Rural University of the Semi-Árido; UFTM: Federal University of Triângulo Mineiro; UFGD: Federal University of Grande Dourados; UFFS: University of Fronteira do Sul; * not informed by the corresponding HEI.

Among the HEIs described in Table 1, UFGD offered the highest number of vacancies to enter the Degree in Rural Education between the years 2014 to 2018, also verifying that UFTM did not offer vacancies to enter the undergraduate course between 2016 to 2017.

In the context of “global enrolled” (IG - Table 1), UFFS presented the largest number of enrolled in selection processes to enter the course in question, which may be related to the qualification offered in only one area of knowledge, which on the

other hand makes it propitious to subscribers the identification and relationship with the Physics, Chemistry and Biology sciences. Another factor to be considered about the number of enrolled in this institution is based on the location of that university, which is in the mesoregion of the state of Paraná, called Cantuquiriguaçu, and consists of 20 municipalities.

According to data from the Pedagogical Course Project (PPC) for Undergraduate Education at UFSS, the

course “intends to serve teachers who do not have the required minimum qualifications, those who are not licensed, who are working in rural schools, young people inserted in social movements, who concluded high school and can improve the educational processes in their regions, teachers who already have university degrees but intend to expand their knowledge in the fields of education, and other interested parties”. Thereby, it is understood that the high number of enrolled in the selection processes from 2014 to 2018 may be related to the care of this class that seeks training in Natural Sciences.

Among the participating institutions (Table 1), UFTM had the highest number of students enrolled between 2014 and 2018, as well as the lowest number of students who chose to lock/evade the course in question, when compared to UFFS and UFGD, respectively, which may be related to the qualifications offered at the end of the course, that is, Mathematics and Natural Sciences. As observed for UFFS previously, the qualifications offered by UFTM, may have contributed to the lower locking/dropout rates (Table 1), as well as the didactic-pedagogical strategies adopted by the course coordinators, teachers and the institution for permanence of the student in the course. Regarding the

formation of graduates (EG) in Natural Sciences (Table 1), UFGD was the institution that contributed the largest share of graduates to the educational scenario of Rural Education.

It is also important to highlight the lack of quantitative surveys on admission and vacancies for Rural Education at the national level, with a view to training teachers to work in rural areas. Still, regarding the analysis categories, from the questionnaire sent and the responses obtained, such documents allowed us to observe interesting data in the field of gender. It is observed (Table 2) that females comprise the majority of graduates (66.67%), among those who obtained the title of graduate in Rural Education with qualification in Natural Sciences.

The data in question reinforces the predominance of women in the Brazilian educational scenario, when we consider courses in the area of teacher training. In line with our finding, data from the 2017 National Higher Education Sense (Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira - INEP, 2018), which showed in 2017, 1,122,350 women enrolled in undergraduate courses offered at the Federal Higher Education Institutions (IFES) of Brazil, in comparison to 467,078 men.

Table 2 - Characterization of graduates in Rural Education with a degree in Natural Sciences from UFERSA, UFTM, UFGD and UFFS.

Region	Year	Gender		Color or race			Average age
		Male	Female	White	Brownish	Black	
Northeast	UFERSA	0	1	1	0	0	25
Center-west	UFGD	3	9	4	7	1	37
Southeast	UFTM	0	2	2	0	0	38
South	UFFS	2	4	5	1	0	30
Total		5	16	12	8	1	---
Percentage		33.33%	66.67%	57.14%	38.09%	4.76%	---

Source: Data collected by the authors (2019). UFERSA: Federal Rural University of the Semi-Arid; UFTM: Federal University of Triângulo Mineiro; UFGD: Federal University of Grande Dourados; UFFS: University of Fronteira do Sul.

For Barreto (2014), the entry of women in undergraduate courses occurs mainly due to the fact that men prefer technological courses. Although we must consider that women in education indicate a little of the process of intentional precariousness to which national education has been subjected since colonization.

In this same path of understanding, Fleuri (2015, p. 63), in a classic work on the professional teaching profile in Brazil, found that “the category of Brazilian teachers is made up of an eminently female, adult, married, nuclear family, from lower middle class”. This context, in turn, occurred slowly over the 19th century:

The entry of women in the exercise of teaching - which, in Brazil, occurs throughout the 19th century (at first slowly, then in a frighteningly strong way) - was followed by the expansion of schooling to other groups or, more especially, by the entry of girls in classrooms (Catani et al., 1997, p. 78).

Thus, we realized that both schooling and the entry of women into teaching, was marked by struggles and difficulties related to the female condition in Brazil. At that time, women suffered from the prejudice of an education that formed them only to be a good wife, mother and housewife and the classroom was understood as an extension and training space for the family. In this field, important considerations on the issue of women in the classroom are highlighted by Santos et al. (2019) and Louro (2014). The authors show us how women are part of a whole gear for the control processes that the school has as its challenge and exercise. We refer to the production of docile bodies and adjusted to the normative processes of a society idealized and discussed by Foucault (2007).

The authors Santos et al. (2019) and Louro (2014) refer to the presence of women in Brazilian school associated with

the need for a moralization that historically has been put on and perpetuated, still presenting a religious nature, an issue that still gives meaning to the teaching profession for many institutions and managers in the education of our times. As for the man in education, according to Louro (2014), his presence has always been well defined since the colony and only in recent decades has it received a new configuration. This reinforces why since colonial Brazil, there has been an increasing and gradual insertion of women in school space, concomitant with withdrawal and less acceptability of men in these spaces. In contrast, women have a growing insertion, both as a student and as an educator.

Another important fact is that this action is consistent with the moment of expansion of education in a country with high illiteracy rates. Soon, women adjusted more easily to the literacy process, although it is not a rule. Santos et al. (2018) signals that the woman was involved by the belief that her maternal patience made her more skilled in this work. As for man, to this day, is seen as inadequate to basic teaching in the most traditional environments of education, the authors point out. It was through the easiest possibility of controlling the activities of women at school, through the

role of domination exercised by men even in school management, that she was called to such work. In this path of understanding, Louro (2014) refers us to affirm all this apparatus of action, which has the balance of lowering education, since the female labor is cheaper than the male.

Therefore, supported by Santos et al. (2018), it is known that to expand national education it was necessary to make it cheaper. For the authors, this happened in the past and is perpetuated, since women only supplement family income by giving classes and dedicating themselves to the activity part-time, but taking home a lot of work to do. Another important and aggravating consideration are the concepts of teaching as a priesthood and the practice of love, a religious heritage about education and so fought by theorists like Tardif (2002). We emphasize that this is a Jesuit heritage in education from the beginning of colonization. Although they were expelled from the country by the Portuguese crown in the colonial period, their heritage came until a few decades ago and is perpetuated in spaces of peasant education. Referenced in the author, we know that it was in the last decades of the twentieth century that the need to systematize the teaching profession started to combat this perspective of priesthood in education. Therefore, the Jesuits' departure

is a factor that contributed to the increasing insertion of women in teaching, as reinforced by Gondra (2003). Thereby, after centuries, women have a major presence in Basic Education.

Another data that seems to us to be very peculiar and allows us to be considered arguments is the color or race identified among the research participants (Table 2), in which 57.14% of the graduates declared to be white, 38.09% brown and 4.76 % black. Nascimento and Fonseca (2013) reinforce that ethnic identification is a variable, multi-dimensional data, which varies according to social, cultural, political and economic factors. In this way, the ethnic-racial identity is associated both with the ethnic characteristics of the population and with the self-perception of each individual.

Although Law No. 12.711 of August 29, 2012, known as the Quota Law (Lei das Cotas), reserves 50% of vacancies in all courses at Federal Higher Education Institutions, taking into account socio-racial criteria, it is noted that the access of people declared black or brown in IFES are relatively low. The Annual Report on Racial Inequalities in Brazil (2009-2010) published in 2010 (Paixão et al., 2010) highlights the significant differences regarding higher education for whites (20.5%) and blacks or browns (7.7%) and

even in which courses such social groups appear in greater or smaller numbers.

From the data mentioned, we ask: Who are Brazil's browns? Already seeking to answer this question with another question, aren't browns miscegenated between blacks and Indians who were brought here or already inhabited? And perhaps these social groups of excluded and vulnerable people in Brazil of our times are not the direct heirs of all the abuse committed to blacks and Indians in this country, historically? Can't we conclude this?

Through so many questions, we will only try to affirm that although we have more than 500 years of history, the difficult access of vulnerable groups to higher education is perpetuated in the country. Therefore, data from Educação do Campo confirm that even though undergraduate courses are an ascension path for popular classes to rise from their economic conditions, subordinate groups are not recognized, as Santos et al. (2019), still cannot access the quality training offered by Federal HEIs (Higher Education Institutes. We agree that such statements since field degrees are only offered in Federal Higher Education institutions, even so, the low rate of blacks and browns indicates that they are still a minority in the Federal HEIs.

In the confirmation of what we are reasoning, Table 2 indicates that UFGD, located in the Midwest region, contributed the largest portion of graduates in Education in the Field with Qualification in Natural Sciences, of which in the amount, that is 12 graduates, nine are female. The data presented in Table 2 allows us to verify that there is a predominance of white ethnicity in this group. This confirms the absence of blacks and browns in higher education processes in the country's Federal HEIs, even in training in which the popular classes are more present, as is the case with undergraduate degrees.

Another important data that is observed in this research concerns the verified average age group. Among the 23 participating graduates, the average age is 32.5 years, with a minimum and maximum age of 24 and 61 years, respectively. In Table 2, it can be seen that most UFGD graduates who completed the Bachelor's Degree in Rural Education between 2014 and 2018 have an average age of 37 years old. Which indicates the late entry of these participants in Higher Education. We assume that this milestone may be associated with low schooling in the countryside, illiteracy in relation to the initial grades, the lack of opportunities to enter higher education, issues that are

aggravated when taking into Federal Institutions. In addition to the aforementioned, the difficulties of movability and fixedness during training, when we consider those who live in the rural environment or small cities.

Something we can bring to the debate is that this late access to university education may be signaling what happened to the University in the last 15 years in terms of its expansion, making it more accessible to the popular classes. We can reason too that they would be people who resume academic education at a time when they would already be experienced. This is because, if linked to other professional subsistence activities, at the age when they enter college, they would have already considerable experience in the previous activity. Also, it can be understood due to the fact that at such an age a professional maturation is required, which provides subsistence even for the already established family, a dissatisfaction in what was done until then.

In the case of our participants, they are starting training for a new professional career. Hence the question is: what is leading these women to higher professional training at an age above the national average? In the quest to understand such questioning, it is worth considering that the history of non-recognition of the

countryside people, of denial as an identity is a historical fact in Brazil and they may be seeking this place of recognition. Always denied by the urban, such behaviors triggered a strong process of social subordination, a mechanism that has involved them over the centuries, since the colonization of the country by the Portuguese.

We assume that this situation of demerit in relation to the peasantry or the effects of it may be driving such women to take up the challenge of changing the history of themselves, their families and the social groups in which they are inserted. In this understanding, it is worth considering that many of these women possibly will not be in the classroom as a teacher, presupposed by the age at which they completed and will complete such a degree. One argument that we consider valid is the effect that such graduation can have in relation to their children, grandchildren and great-grandchildren, descendants who can learn the path of academic studies as a process of resistance, in the face of historical subordination and, at the same time, the strengthening of peasant identity as a subject of rights and denied citizenship. Such considerations seem reasonable to us and show us how complex the historical effect that some social issues of non-social recognition in

the country leave and left marks on vulnerable social groups such as the rural worker, the riverside, the black, the Indian.

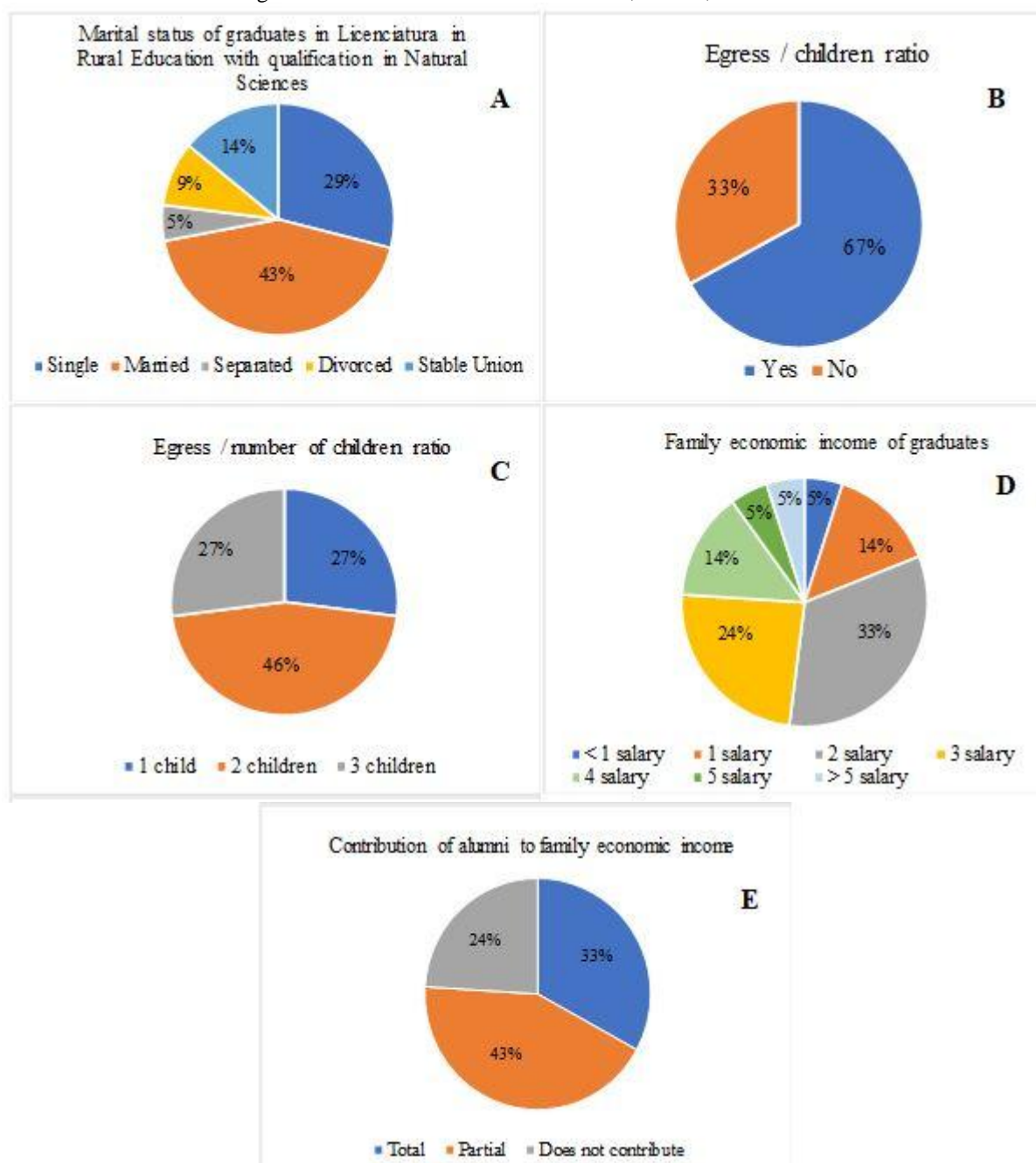
Regarding marital status (Figure 1-A), 43% said they were married and 29% were single. Most participants are parents (Figure 1-B) and have an average of two children (Figure 1-C). The analyzed data confirm the age group in which this public is accessing higher education. Still, they reinforce our assumption that they are looking for specialized graduation in a higher education course, but that, certainly, there was an action exercised as a worker in other activities that gave them a subsistence condition until higher education, after all, these are people who constitute the place of fathers and mothers of families.

An issue that we consider important to emphasize is that even in the face of all the professional demerit and depreciation towards teachers, such public has been betting that studying to be a teacher may still be better than the condition that brought them here. We assume that for this public that has occupied rural degrees, teaching is shown as a way to find a profession that can take them out of subordination. Hence, a new question arises: perhaps the freshmen of all degrees in the country, do not follow this same

path, as INEP, since 2005 points out? (INEP, 2007). Are these the people who leave public schools with the worst grades,

with the lowest income in our society, with parents whose backgrounds have high levels of illiteracy?

Figure 1 - (A) Marital status; (B) alumni/children ratio; (C) ratio of graduates/number of children; (D) family economic income of graduates; (E) participation in the family economic income of graduates in Rural Education with a degree in Natural Sciences from UFERSA, UFGD, UFTM and UFFS.



Source

Source: data collected by the authors (2019).

Another fact that adds in relation to those already described concerns the economic situation of the graduates (Figure 1-D). It was found that the majority of these (33%) declared a family income of two minimum wages, followed by three minimum wages (24%). It is also important to consider that 5% declared family income below the minimum wage.

In addition to everything that has already been described and reasoned, it is evident that there is a need to achieve quality of life in the search for higher education, based on better remuneration. Let us consider that the income of the rural worker is achieved through manual labor, exercised on his small area of land. Therefore, the data inserted here show us how teaching has historically become a path of professional structuring for popular classes in Brazil. As mentioned earlier, the data from INEP (2007) has confirmed this issue for almost a decade and a half.

When asked about participation in family income (Figure 1-E), 43% of graduates contribute partially to family expenses, and 33% contribute fully, that is, 76% of graduates contribute partially/fully to support their families. Again, this data shows us the economic reality of the peasant populations and the teachers who have been looking for graduation to work in these rural schools based on a degree

that legitimizes them in this work. Let us consider that this is not a specificity of the countryside. Searching for degrees in the possibility of a better condition of economic, financial and professional life is a Brazilian reality, as already said, given its vast population that lives in minimal conditions of dignity. Therefore, we consider that the popular class family in the country needs assistance in maintenance, the contribution of all its members, being an imprint of our society.

Final considerations

When looking for work considerations, some marks already well studied in terms of urban education are reinforced in research focused on the field, such as the presence of women in undergraduate courses, the precarious processes of education that such design represents, as well as the perpetuation of this woman in the classroom as a body docilizer. Another important issue regarding the feminine in the researched LEdoCs is the profile that reinforces how much the subject of the field has been looking for new horizons, new meanings and strengthening, an issue that has been discussed since the 1990s, when social movements started this fight for a better education in the countryside. In this sense, the work shows a whole female movement,

in the search for a place of recognition, through the duality of gender so strong in the peasant space. We observe that the Bachelor's degrees in the field have been one of those paths of strengthening and new possibilities for this woman in the field.

However, other important data to be highlighted is the fact that Licentiate degrees in Rural Education have several challenges and one of the biggest is to reduce their dropout/registration locking rate, guaranteeing those excluded from the education system the right to stay and complete higher education, and that this fact can transform not only the life of this student, but of his entire family and community. As it is known, the precariousness and demerit of the teaching profession in our country is general, however, it is accentuated and clearly unveiled in rural teachers.

In the present study, among those who obtained a degree in Rural Education with a degree in Natural Sciences, 66.67% are female. The data reinforce the predominance of women in the Brazilian educational scenario, when we consider courses in the area of teacher graduation. However, it is worth noting that both schooling and the entry of women into higher education was and is marked by

struggles and difficulties in relation to the female condition in Brazil.

Regarding the ethnicity identified among the survey participants, 57.14% of those declared to be white, 38.09% brown and 4.76% black. The average age group verified was 32.5 years, with the minimum and maximum age being 24 and 61 years, respectively. Regarding marital status, 43% said they were married and 29% were single. Most participants are parents and have an average of two children. Most of these (33%) declared a family income of two minimum wages, followed by three minimum wages (24%), and it is important to consider that 5% declared a family income below one minimum wage.

Again, the data show us the economic reality of the peasant populations and the teachers who have been looking for graduation to work in these rural schools based on a degree that legitimizes them in this work. Let us consider that this is not a specificity of the field. Searching for degrees in the possibility of a better condition of economic, financial and professional life is a Brazilian reality, as already said, given its vast population that lives in minimal conditions of dignity. Therefore, we consider that the popular class family in the country needs assistance in maintaining it, the contribution of all its members, being a mark of our society.

References

- Antunes-Rocha, M. I., Diniz, L. S., & Oliveira, A. M. (2011). Percurso formativo da Turma Dom José Mauro: segunda turma do curso de Licenciatura em Educação do Campo da FAE-UFMG. In Molina, M. C., & Sá, L. M. (Orgs.). *Licenciaturas em Educação do Campo – Registros e reflexões a partir das experiências-piloto (UFMG; UnB; UFBA e UFS)* (pp. 19-34). Belo Horizonte, MG: Autêntica Editora.
- Barreto, P. C. S. (2014). Gênero, raça, desigualdades e políticas de ação afirmativa no ensino superior. *Revista Brasileira de Ciência Política*, 16, 39-64. <https://doi.org/10.1590/0103-335220151603>
- Portaria Normativa nº 18 em 11 de outubro de 2012 (2012, 15 de outubro). Dispõe sobre a implementação das reservas de vagas em instituições federais de ensino de que tratam a Lei nº 12.711, de 29 de agosto de 2012, e o Decreto nº 7.824, de 11 de outubro de 2012. Recuperado de: http://portal.mec.gov.br/cotas/docs/portaria_18.pdf
- Brito, M. M. B., & Molina, M. C. (2016). Estudo com egressos da licenciatura em Educação do Campo da UNB no contexto da expansão da Educação Superior. In *Anais do XXIV Seminário Nacional UNIVERSITAS/BR* (pp. 1723-1746). Maringá, PR.
- Catani, B. D., Bueno, B. O., Sousa, C. P., & Souza, M. C. C. C. (1997). *Docência Memória e Gênero: Estudos sobre formação*. São Paulo, SP: Escrituras.
- Fleuri, R. M. (2015). *Perfil Profissional docente no Brasil: Metodologias e categorias de pesquisas* (Série Documental - Relatos de Pesquisa, n. 40). Brasília, DF: Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira.
- Foucault, M. (2007). *História da sexualidade volume I: a vontade de saber*. Rio de Janeiro, RJ: Graal.
- Gondra, J. G. (2003). *Educação no Brasil: História, cultura e política*. Bragança Paulista, SP: EDUSF.
- INEP. (2007). *Panorama da educação no campo*. Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira (INEP). Brasília, DF, INEP/MEC. Recuperado de: <http://portal.inep.gov.br/documents>
- INEP. (2018). *Censo da Educação Superior*. Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira (INEP). Brasília, DF, INEP/MEC. Recuperado de: <http://portal.inep.gov.br/censo-da-educacao-superior>
- Louro, G. L. (2014). *Gênero, sexualidade e educação: Uma perspectiva pós-estruturalista*. Petrópolis, RJ: Vozes.
- Molina, M. C. (2014). Análises de práticas contra-hegemônicas na formação de educadores: reflexões a partir do Curso de Licenciatura em Educação do Campo. In Souza, J. V. (Org.). *O método dialético na pesquisa em educação* (pp. 263-290). Campinas, SP: Autores Associados.
- Nascimento, A. S., & Fonseca, D. G. (2013). Classificações e identidades: mudanças e continuidades nas definições de raça e cor. In Petrucelli, J. L., & Saboia, A. L. (Orgs.). *Características étnico-raciais da população: classificações e identidade. Estudos e análises. Informações demográficas e socioeconômicas* (pp. 52-82). Rio de Janeiro, RJ: IBGE.
- Paixão, M., Rossetto, I., Montovanele, F. C., & Luiz, M. (2010). *Relatório Anual das Desigualdades Raciais no Brasil: 2009-2010*. Rio de Janeiro, RJ: Garamond.

Sagae, É. (2015). *Licenciatura em Educação do Campo: um processo em construção* (Dissertação de Mestrado). Universidade Federal de Santa Catarina, Florianópolis.

Santos, W. B., Faleiro, W., Sant'Ana, T. F., & Dias, W. F. (2018). *O masculino e o feminino na escola: as contradições da norma e da forma discursivamente impostas*. Uberlândia, MG: Navegando.

Santos, W. B., Sousa, C. J., Ribeiro, D. F. K. S., Alves, D. O., & Faleiro, W. S. (2019). *Modelos 3DR nas Ciências da Natureza: um repensar do capital cultural na escola do campo*. Goiânia, GO: Kelps.

Souza, K. R., & Kerbauy, M. T. M. (2017). Abordagem quanti-qualitativa: superação da dicotomia quantitativa-qualitativa na pesquisa em educação. *Educação e Filosofia*, 31(61), 21-44. <https://doi.org/10.14393/REVEDFIL.issn.0102-6801.v31n61a2017-p21a44>

Tardif, M. (2002). *Saberes docentes e formação profissional*. Petrópolis, RJ: Editora Vozes.

Double review.

Funding

CAPES.

Como citar este artigo / How to cite this article

APA

Almeida, J. S. M., Faleiro, W., & Santos, W. B. (2021). Graduates of Rural Education in Natural Sciences: Socioeconomic profile. *Rev. Bras. Educ. Camp.*, 6, e7750. <http://dx.doi.org/10.20873/uft.rbec.e7750>

ABNT

ALMEIDA, J. S. M.; FALEIRO, W.; SANTOS, W. B. Graduates of Rural Education in Natural Sciences: Socioeconomic profile. *Rev. Bras. Educ. Camp.*, Tocantinópolis, v. 6, e7750, 2021. <http://dx.doi.org/10.20873/uft.rbec.e7750>

Article Information

Received on October 08th, 2019
Accepted on August 01st, 2020
Published on January, 26th, 2021

Author Contributions: The authors Juliano da Silva Martins de Almeida, Wender Faleiro and Welson Barbosa Santos, declare to be responsible for the elaboration of the manuscript, being that the first author carried through the survey of information, field research, analysis and tabulation of the data; the second author coordinated the research and contributed to the analysis of the information; the third author contributed with the development of the study and the analysis of the information. All authors were responsible for reviewing the manuscript and approving the final published version.

Conflict of Interest: None reported.

Article Peer Review

RBEC	Tocantinópolis/Brasil	v. 6	e7750	10.20873/uft.rbec.e7750	2021	ISSN: 2525-4863
------	-----------------------	------	-------	-------------------------	------	-----------------