



Instituto
Multidisciplinar
Campus Nova Iguaçu

Duke
UNIVERSITY



EHD Bass Connections
Education & Human Development

The Periphery Goes to the University: Challenges Dreams and Struggles

Oral history interviews with 49 students, faculty, staff, and community members at the Federal Rural University of Rio de Janeiro in Nova Iguaçu in June 2016.

Presentation by Rodrigo Monteiro, Bárbara Santos, and Luana Lima da Silva.

Edited by John Victor Sena Alencar



Global Brazil Lab
FRANKLIN HUMANITIES INSTITUTE



**Duke Brazil
Initiative (DBI)**

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For more information on the Cost of Opportunity Project:

<https://bassconnections.duke.edu/project-teams/cost-opportunity-higher-education-baixada-fluminense-2016-2017>

https://sites.duke.edu/project_duke_baixada_project/

1- Collection details and research timeline

Between June 20th and 30th, 2017, an interdisciplinary team of researchers from Duke University conducted 49 semi-structured interviews at the Instituto Multidisciplinar (IM) campus of the Universidade Federal Rural de Rio de Janeiro (UFRRJ) in Nova Iguaçu, Rio de Janeiro. It included undergraduate and graduate university students of the UFRRJ-IM, faculty from the UFRRJ-IM as well as one from a school in São Paulo, an administrator from the UFRRJ-IM, pré-Enem¹ participants, community members, and a secondary school student. These interviews were done to gather personal accounts of challenges and barriers to higher education in Brazil with a focus on the Baixada Fluminense. In the months following the interviews, descriptions of each of these interviews were generated by another team of Brazilian students and researchers at the UFRRJ-IM.

The team of interviewers included Duke University professors Dr. John French and Katya Wesolowski; graduate students Aaron Colston, Gray Kidd, and Stephanie Reist; and undergraduate students Adair Necalli, Eyram Klu, Jessica Lee, and John Victor Sena Alencar and one University of North Carolina, Chapel Hill, undergraduate student Mitchell Ryan. There was one interview conducted by Bárbara Santos, UFRRJ-IM undergraduate student, of Necalli, but this was the only instance² of a Brazilian student interviewing a Duke student. These interviews were conducted in Portuguese besides a few uses of English and Spanish that fit the context. Most interviewers were partnered with a Brazilian student or faculty member; however, this information was not included in the summaries. Information about the Duke University Bass Connections team is included in Appendix A in English and Portuguese.

Over the weeks prior to the start of the interview process, the North Carolina research team collaborated with their UFRRJ-IM counterparts to elaborate on a common set of questions for the interviews. The Brazilian collaborators included Dr. Alexandre Fortes, Claudia de Paula, Guilherme Cabral de Oliveira, Marco Antônio de Carvalho, Carla Castanha, Rodrigo Monteiro,

¹ The *pré-Enem* is a preparatory course for the Enem, a standardized test used for college admissions in Brazil. These courses are generally necessary to get a good score on the test, due to poor high school-level teaching. Students interviewed participated in a tuition-free pré-Enem offered by the UFRRJ-IM.

² Included in report to provide perspective into the first days of interviewing.

Bárbara Santos, Dayane Farias, Yago Valle, and Bruna Navarone dos Santos. These meetings also included lectures and workshops to familiarize the researchers with interviewing technique, higher education in Brazil, and the history, geography, and economy of the Baixada Fluminense. The researchers came up with the following central themes for the interviews: the familial background of the interviewed subject and their parents' relationships to education, their experience with primary and secondary school, the importance of the community to their upbringing, their pré-Enem and admission to higher education, their happiness with university, and their future plans. A list of suggested questions is included in Appendix B.

The first interviews conducted were often of the research team or community members proximate to them. Subjects were gathered using a snowball method – after interviews, researchers would ask to interview subjects' colleagues. The following describes the 49 interviews conducted:

- 34 with UFRRJ-IM students
 - 30 with undergraduate students
 - 3 with graduate students
 - 1 with two students, an undergraduate student and a graduate student
- 5 with professors and teachers
 - 4 with faculty from UFRRJ-IM
 - 1 with a teacher from São Paulo
- 5 with students in the pré-Enem course
- 2 with rappers from the community
- 1 with an administrator
- 1 with a secondary school student
- 1 with an alumnus

Interviews were conducted almost exclusively during the school day and were limited by subjects' schedules often causing shorter interviews that may not have covered all of the themes. Interviews ranged from two minutes and 20 seconds to one hour, 33 minutes, and 44 seconds, but they were 39 minutes and 26 seconds on average.

Following the interviews, a team of Brazilian students were tasked with creating summaries out of the recordings outlining what was discussed. This team included Bárbara Santos, Brienne Cardoso, Juliana Rodrigues, Luana Lima da Silva, Luiza Braga, Manoela Tavares, Ramon Bastos, Rennan Alves, Roberta Yoshikawa, and Rodrigo Monteiro. Each summary includes the interview subject's name, their profession, the location the interview was conducted, the date of the interview, the interviewer's name, the interview's duration, and the summarizer's name along with the transcription. These are included in Appendix E.

Rodrigo Monteiro, Bárbara Santos, and Luana Lima da Silva presented their findings from these interviews at the Cost of Opportunity conference hosted in Durham, North Carolina, by the Duke University Bass Connections project of the same name, on March 27, 2017. Their presentation "Qualitative Findings: Reflections on the Student Interviews Conducted in June 2016", part of the "Challenges, Dreams, and Struggles" English-language panel on the barriers to higher education in the Baixada Fluminense, is attached in Appendix C. The conference schedule is attached in Appendix D.

These summaries were processed and organized by John Victor Sena Alencar in June 2017 as part of the Bass Connections, the Global Brazil Humanities Lab, of the Duke Franklin Humanities Institute, and the Duke Brazil Initiative.

The research complies with the IRB protocol #D0651 approved at Duke from June 10, 2016, to June 9, 2017.

2- Interview Catalog

Table 1: Listing by date of interview

<i>Interview ID</i>	<i>Interview Date</i>
31	6/20/16
02	6/20/16
44	6/20/16
01	6/20/16
03	6/20/16
43	6/20/16
07	6/21/16
06	6/21/16
05	6/21/16
04	6/21/16
45	6/21/16
09	6/22/16
08	6/22/16
10	6/22/16
46	6/27/16
19	6/27/16
15	6/27/16
12	6/27/16
13	6/27/16
17	6/27/16
14	6/27/16
16	6/27/16
21	6/27/16
18	6/27/16
20	6/27/16
47	6/27/16
11	6/27/16

The Periphery Goes to the University

36	6/27/16
23	6/28/16
22	6/28/16
24	6/28/16
39	6/28/16
37	6/28/16
40	6/28/16
38	6/28/16
42	6/28/16
34	6/28/16
32	6/28/16
33	6/28/16
41	6/29/16
26	6/29/16
25	6/29/16
49	6/29/16
48	6/29/16
35	6/29/16
27	6/30/16
28	6/30/16
29	6/30/16
30	.

Table 2: Listing by profession

<i>Interview ID</i>	<i>Profession</i>
02	University Student (Graduação)
44	University Student (Graduação)
01	University Student (Graduação)
03	University Student (Graduação)
07	University Student (Graduação)
06	University Student (Graduação)
05	University Student (Graduação)
04	University Student (Graduação)
09	University Student (Graduação)
08	University Students (Graduação)
10	University Student (Graduação)
19	University Student (Graduação)
15	University Student (Graduação)
12	University Student (Graduação)
13	University Student (Graduação)
17	University Student (Graduação)
14	University Student (Graduação)
16	University Student (Graduação)
21	University Student (Graduação)
18	University Student (Graduação)
20	University Student (Graduação)
23	University Student (Graduação)
22	University Student (Graduação)
24	University Student (Graduação)
26	University Student (Graduação)
25	University Student (Graduação)
27	University Student (Graduação)
28	University Student (Graduação)
29	University Student (Graduação)

30	University Student (Graduação)
45	University Student (Pós-Graduação)
47	University Student (Pós-Graduação)
11	University Student (Pós-Graduação)
	Univeristy Students (Graduação and Pós-Graduação)
43	
34	Professor
32	Professor
33	Professor
35	Professor
31	Professor
36	Administrator
39	Pré-Enem Student
37	Pré-Enem Student
40	Pré-Enem Student
38	Pré-Enem Student
42	Pré-Enem Student
41	Secondary School Student
49	Rapper/Community Member
48	Rapper/Community Member
46	.

Table 3: Listing by area of study (if student or professor)

<i>Interview ID</i>	<i>Profession</i>	<i>Area of Study</i>
26	University Student (Graduação)	<i>Administração</i> [Administration]
43	Univeristy Students (Graduação and Pós-Graduação)	<i>Ciências Sociais e História</i> [Social Sciences and History]
45	University Student (Pós-Graduação)	<i>Desenvolvimento Territorial e Políticas Públicas</i> [Land Development and Public Policy]
06	University Student (Graduação)	Law
07	University Student (Graduação)	Law
19	University Student (Graduação)	Law
22	University Student (Graduação)	Law
23	University Student (Graduação)	Law
27	University Student (Graduação)	Law
30	University Student (Graduação)	Law
34	Professor	Law
09	University Student (Graduação)	Economics
28	University Student (Graduação)	Geography
08	University Students (Graduação)	History
10	University Student (Graduação)	History
15	University Student (Graduação)	History
29	University Student (Graduação)	History
47	University Student (Pós-Graduação)	History
02	University Student (Graduação)	Literature
05	University Student (Graduação)	Literature
12	University Student (Graduação)	Literature
13	University Student (Graduação)	Literature
14	University Student (Graduação)	Literature

16	University Student (Graduação)	Literature
17	University Student (Graduação)	Literature
21	University Student (Graduação)	Literature
25	University Student (Graduação)	Literature
32	Professor	Literature
04	University Student (Graduação)	Literature and Journalism
44	University Student (Graduação)	Linguistics
11	University Student (Pós-Graduação)	Pedagogy
01	University Student (Graduação)	Tourism
03	University Student (Graduação)	Tourism
18	University Student (Graduação)	Tourism
20	University Student (Graduação)	Tourism
24	University Student (Graduação)	Tourism
33	Professor	Tourism
31	Professor	None specified
35	Professor	None specified

3- Appendix

Appendix A: Question Set

- Dados básicos:
 - a. Nome
 - b. Idade
 - c. Cidade/Bairro
- Família:
 - a. Quem mora com você
 - b. Seus pais foram a escola?
 - i. Até quando
 - ii. Estudaram o que
 - c. E os seus irmãos, estudaram?
 - i. Até quando
 - ii. O que
- Como foi a escola para você?
 - a. Ensino básico
 - b. Ensino médio
 - c. Pode me contar uma história da sua experiência?
- Quando e como começou você a pensar na faculdade?
 - a. Em sua casa tinha pessoa que te apoiou a estudar?
- Como fez para entrar?
 - a. Como fez para te preparou para o vestibular/ ENEM?
- Quais eram as principais dificuldades para entrar?
- Concurrou quais cursos e/ou universidades?
- Porque escolheu IM?
- Agora estuda o que na faculdade?
 - a. Porque escolheu esse curso?
 - b. Esse curso foi sua primeira escolha?

- Como foi o seu primeiro dia no IM?
- Como sentiu?
- Como sente agora?
 - a. Tem obstaculos na permanencia?
- Pode falar de uma experiencia boa?
- Pode falar de uma experiencia ruim?
- O que pretende fazer apos de se formar?
- Quais mudana gostaria ver no IM?
- Quais conselhos tem para alunos futuros?
- O que significa o ensino superior para voc4?
- Tem mais uma ideia que quer colocar?

Appendix B: “Qualitative Findings: Reflections on the Student Interviews Conducted in June 2016” presentation (March 27, 2017), English-language conference copy

“The Cost of Opportunity: High Education in Baixada Fluminense”



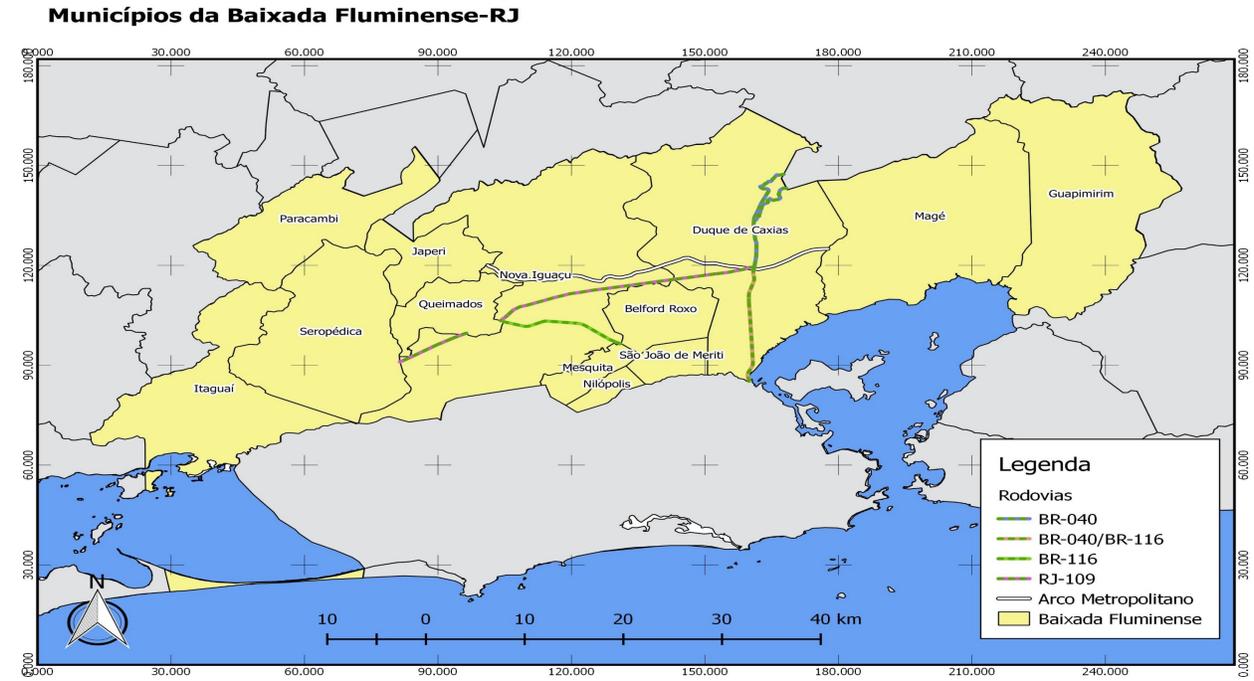
(100/138)

A Public university in the baixada fluminense

“A relation of love, the bridge leading towards new horizons”



(101/138)



(102/138)

Multidisciplinary campus

“A history of struggle and resistance”

On July 20, 2005, the University Council of the UFRRJ created a new entity in Nova Iguaçu.



(103/138)

April 17, 2006

- First class
- 250 students
- 6 areas of study



(104/138)

First Programs of study

- History
- Mathematics
- Teaching/Pedagogy
- Tourism
- Administration
- Economics



(105/138)

facilities

A shared space



(106/138)

Mission

To awaken dreams and celebrate histories



(107/138)

April 2010

- New campus
- 2000 students
- 11 areas of study for undergraduates
- 1 undergraduate course for distance learning



(108/138)

Undergraduate programs

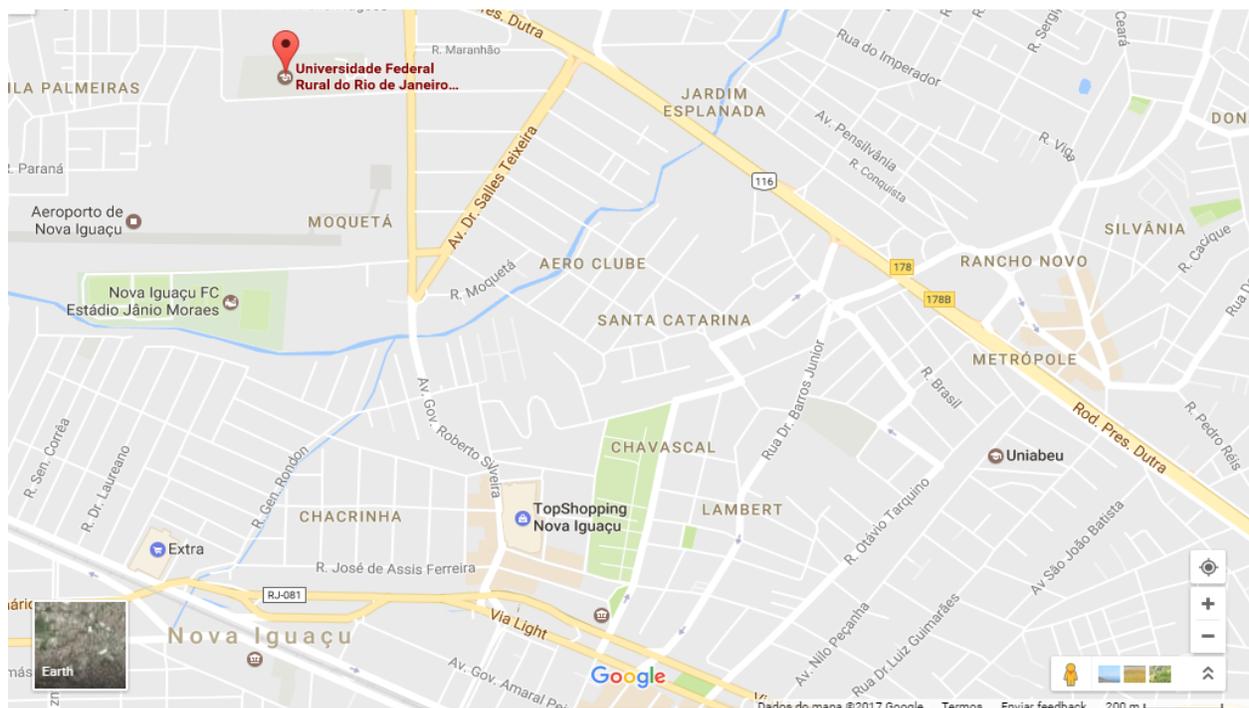
- Business
- Computer science
- Economics
- Law
- Geography
- History
- Languages and literatures
- Mathematics
- Applied and computer mathematics
- Teaching/pedagogy
- Tourism

(109/138)

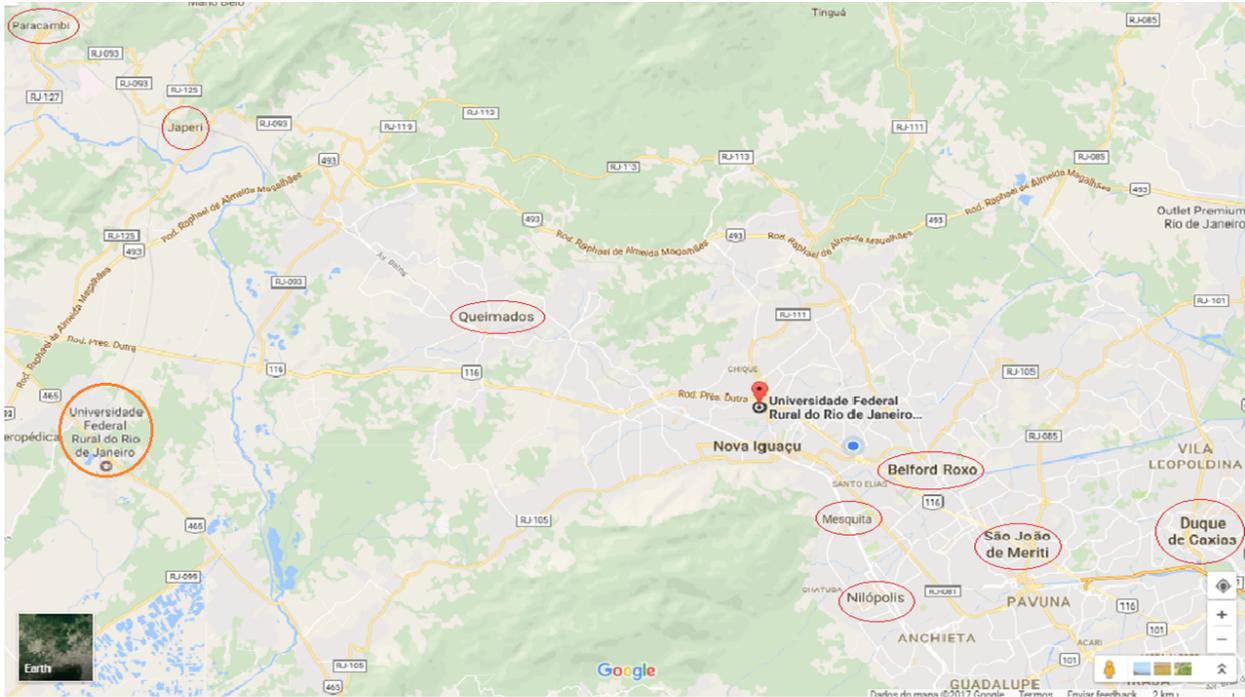
Postgraduate programs of study

- Business
- Social sciences
- Urban planning
- Education
- History
- Computer mathematics
- Social and Cultural Patrimony

(110/138)



(111/138)



(112/138)

Qualitative research

Team from duke university



Scholarship recipients and volunteers



(113/138)

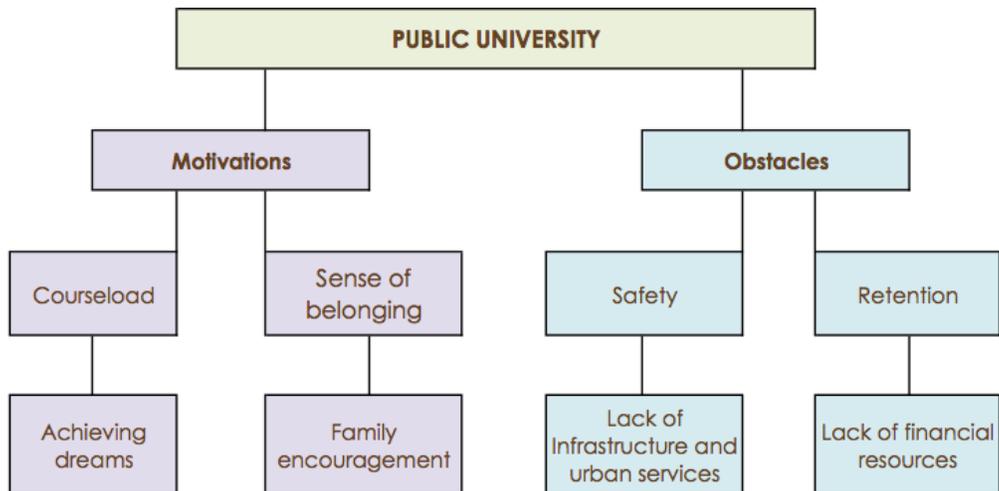
Interviews

Stories, views, and experiences

- Questionnaire design
- Knowing "the Other"



(114/138)



(115/138)



summaries

A form of documentation

UNIVERSIDADE FEDERAL RURAL DO RIO DE JANEIRO
Instituto Multidisciplinar
Projeto Bases para Pesquisa Histórica sobre Movimentos Sociais na Baixada
Entrevista com [REDACTED] -UFRRJ-IM
Local: IM, Nova Iguaçu
Data: 27/06/2016
Entrevistadora: **Stephanie Reist e Jessica Lee**
Duração: 41min e 13seg
Sumário elaborado por: Luana Lima da Silva

Sumário

Dados pessoais. Formação acadêmica enquanto bolsista da PUC-RJ. Nasceu e mora na Baixada. Formação dos pais e irmã. Sua educação básica. Incentivo dos pais para estudar. Pré-vestibular comunitário após a escola. Influência dos amigos universitários. Pretensões com o pré-vestibular. Escolha do curso superior. Ingresso na PUC-RJ. Desafios dentro da universidade. Amparo à permanência pela universidade. Moradias durante a graduação. A volta para a Baixada. Chegada no IM. Escolha do campus relacionada a proximidade. Atuação no magistério e suas dificuldades. A dinâmica usada em suas aulas e o impacto delas no aprendizado e sua eficácia. Pretensão de seguir carreira acadêmica. Aulas para o ensino superior. Semelhanças de seus alunos do Rio com os jovens da Baixada. Problemáticas dentro da sala de aula. Perspectivas de futuro de seus alunos. Significado do Ensino Superior. Legado de seu conhecimento e pesquisas.

(116/138)

UNIVERSIDADE FEDERAL RURAL DO RIO DE JANEIRO

Instituto Multidisciplinar

Departamento de História

Projeto: Bases para a Pesquisa Histórica sobre Movimentos Sociais na Baixada

Entrevista com [REDACTED] Curso de Letras/

Português e Espanhol

Local: Nova Iguaçu

Data: 27/06/2016

Entrevistadora: **Adair Necalli**

Duração: 41 min e 24 seg

Sumário elaborado por: Bárbara Santos

Sumário

Dados pessoais. O processo de transição do curso de farmácia para letras. A escolha em ser professor e exemplos dos mesmos durante o processo de sua formação acadêmica. Conceitos e diferenciais de um bom ou mal professor. O PIBID. A vontade de estudar e os sonhos de criança.

O curso de farmácia. A autonomia para decidir o que ser profissionalmente. A bolsa de estudos no Centro de Estudos de Línguas. O estímulo realizado pelos professores no ensino médio. Sucateamento da educação, escolas e profissionais da área. O novo modelo de ingresso as universidades. A falta de informação nos espaços acadêmicos e os reflexos no cotidiano. O primeiro dia de aula e as frustrações referente a gestão da universidade. As relações interpessoais.

50 Interviews were summarized



(117/138)

To wake up, listen, and get to know

How everything began

- Family structure
- Schooling
- Motivation and incentives
- The decision to enter the university
- Academic life
- "Who have I become?"



(118/138)



Interview ID #20
Tourism, 4th year

"my incentive was seeing friends entering the university, growing [... And I thought] perhaps this will be fore me, too."

(119/138)



Interview ID#46
M.A. in History

"To study in a public university is to be vested with the responsibility of raising the banner of the popular classes."

(120/138)



Interview ID#47
M.A. in History

"Studying truly let me get to know the world."

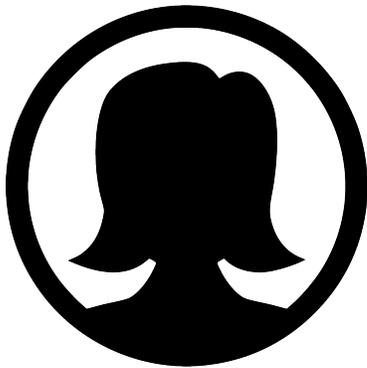
(121/138)



Interview ID#28
Geography, 3rd year

*"There are many struggles [at the university], but I am certain
twy won't let me give up."*

(122/138)



Interview ID#16
Languages and literatures, 3rd year

*"I always wanted to study at a public university, even before
deciding on a program of study."*

(123/138)

Pré-enem

The importance of local communities and the role of the university



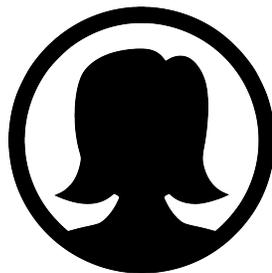
(124/138)

PRÉ-ENEM

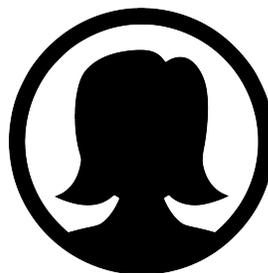
We'll get there—together.



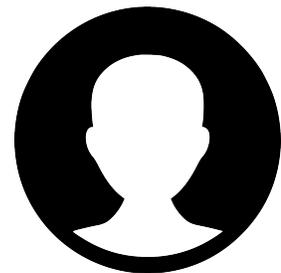
Interview ID#42



Interview ID#37



Interview ID#40



Interview ID#38

(125/138)

Who have i become?

"Hopeful, role model, and proud. An agent of my own history."



(126/138)



"The university changes the way you see the world!"

Interview ID#24
Tourism, 4th year

(127/138)



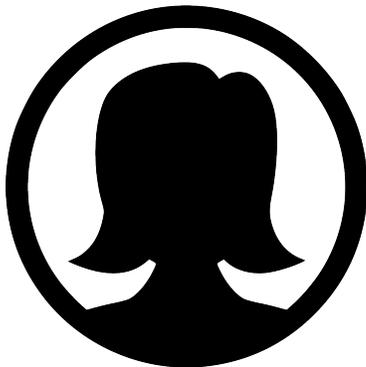
Interview ID#25

Languages and literatures, 4th year

*"My father always says: '[Interview subject's name]: Go study!
Do whatever it takes to triumph through your studies.*

He is my greatest inspiration."

(128/138)



Interview ID#14

Languages and literatures, 4th year

*"My inspirations are my parents, family, those who believe in
me."*

(129/138)

Exchanges that transform,
enhance, and strengthen



(130/138)



Interview ID#43
B.A. in History and Business

"The university takes you out of your element and you become less self-centered and you think more collectively."

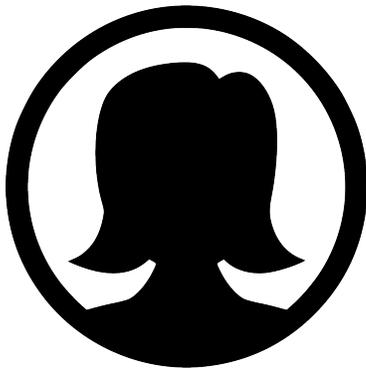
(131/138)



Interview ID#06
Law, 2nd year

"Only education makes a different future possible."

(132/138)

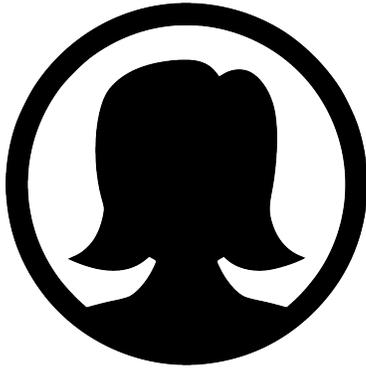


Interview ID#35

Professor of Languages and Literatures at UFRRJ, Completed doctoral studies in comparative literature at the State University of Rio de Janeiro, researching African-American and Afro-Brazilian literature.

"Students come in one way. During these four years they face face their baggage: religious, racial, sexualidentity; and they leave here visibly transormed."

(133/138)

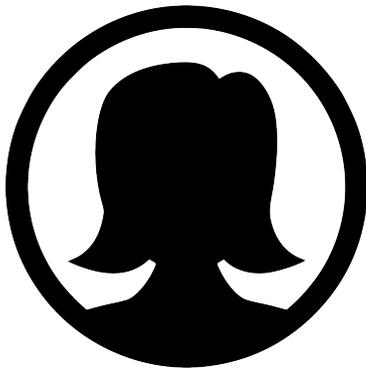


*“The students are engaged, truly present in the classroom.
[...] Students at public universities are more qualified
when they are compared with private schools.”*

Interview ID#34

PhD in Public Policy, Strategy, and Development from UFRJ.
Master's in law from Universidade Estácio de Sá. Undergraduate
studies in law from the Universidade Candido Mendes and
audiology from the Henry Dunant Institute. Adjunct professor at
the UFRRJ.

(134/138)



*“One does not criticize private institutions, [but] there,
students are not students but consumers!”*

Interview ID#33

Undergraduate studies in languages and literatures in Portuguese and
English at the Federal University of Minas Gerais. Master's in applied
interdisciplinary linguistics and doctorate in linguistics from the Federal
University of Rio de Janeiro. Associate Professor at the UFRRJ.

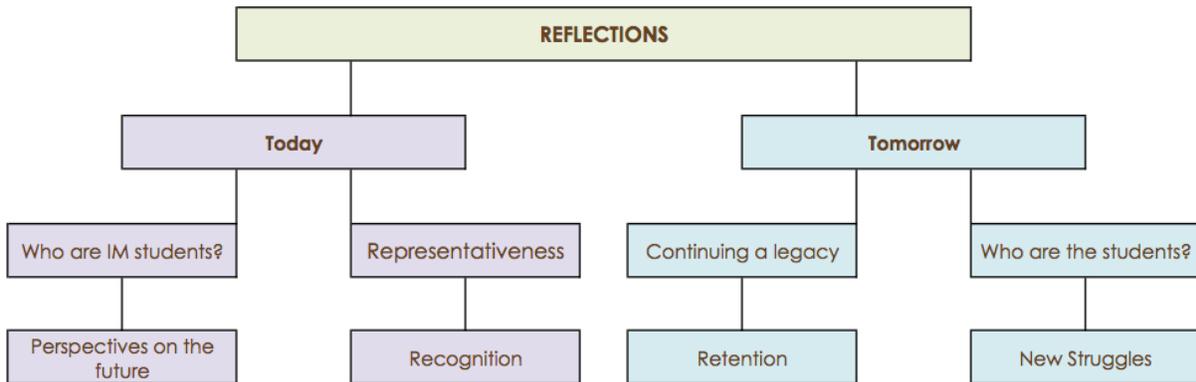
(135/138)



Interview ID#05
Languages and literatures, 5th year

“Teachers should have a critical perspective on reality and the place in which they’re teaching; they should have this sensibility and also for diverse identities.”

(136/138)



(137/138)