



## BIBLIOGRAPHIC MAPPING, ON TECHNICAL TRAINING OF YOUNG PEOPLE OF THE FIELD AND ITS RELATIONSHIP WITH HUMAN ECOLOGY IN THE BRAZILIAN TERRITORY

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### ABSTRACT

We propose, with the writing of this text, the accomplishment of a survey of data in the bibliographical field, that makes possible to construct a dialogue between the thematic technical formation of young people of the field and their relation with the human ecology. Therefore, the main objective of this work is to carry out a systematic review, which we call bibliographic mapping, as a way to broaden the debate and strengthen the discussion about the technical formation of young people in the construction of a dialogue with Human Ecology. For that, it is emphasized that the nuclei of sense in which the research question is centralized, is organized in three terms (Which). The methodological principles of systemic review were used so that the work could take shape and analysis. In this sense, it is a method of bibliographical research that seeks in a structured, organized and systematized way, to find scientific papers of impact that can serve as a basis for future works, in which the triad was organized and systematized in sentences with their synonyms. For this research was used as the main national databases, which stores theses and dissertations, they are: Catalog of Theses and Dissertations of CAPES and the Brazilian Digital Library of Theses and Dissertations - BDTD of the Brazilian Institute of Information and Technology - IBICT . Initially, there were 2,327 papers produced in the scope of master's and doctoral studies, and after the treatments and selection analysis with inclusion and exclusion criteria, 15 papers were left to compose the portfolio. These studies also point out in a brief analysis that the studies that deal with this theme are concentrated separately and there is no work that deals with the three nuclei of meaning. The emphasis of the research carried out is on the discussion of professional technical training and its returns or insertion in the community and the labor market, which leaves open a gap that allows the entry of the discussion with the triad that this study proposes, the need to amplification and unification of the sense nuclei used for a larger investigation, being the future challenge for my dissertation.

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### INTRODUCTION

This work is part of one of the stages of the development process of a master 's research that aims to study the technical training of young people in the field and its relation with Human Ecology. Therefore, the central question is to know the state of the art of the researches that approach the subject of the study in the works developed in masters and doctorate

programs in the Brazilian territory. With this perspective the centrality of the text is to identify the quantitative of researches that approach the technical formation of young people of the field in the scope, methodological and epistemological linked to the Human Ecology area, thus seeking to understand the national research scenario and in this way to expand the possibilities of entries in the debate that bring the object of study closer and its strengthening in the scientific field. I

believe it is also a way of identifying possible gaps in the field of research around the object of research and perhaps guide the theoretical-methodological construction of the study in epigraph. To that end, we chose the words youth from the countryside and rural youth, and for Wanderley (1999) they are subjects living in rural areas and understand this context as their way of life. In this perspective, we include the understanding that it is an audience marked by a diversity of elements related to the economic, social and political issues that constitute them (Carneiro, 1998; Silva, 2004; Silva, 2004; Wanderley, 2003; Menezes, 2006). However, we will give evidence to the questions about the formation of these young subjects. According to Oliveira (2012) and Silva (2004), young people living in the countryside live with a way of life, facing adversity, in most cases they leave their community to live in urban centers in search of continuation their studies, which in many cases focus on technical training / qualification.

The formation of these young people often happens in parallel, say, different environments and conditions, where they move from their communities and go to urban centers, in search of quality education and training, even with what they define the operational guidelines for basic education in rural schools, where it is compulsory to offer all stages of basic training in the field, it is observed that young people throughout Brazil continue to make the move between the city and the countryside to continue their studies, thus constituting a hybrid training process. With regard to the training of these young people in transit, more specifically the technique, we observe that there are divergent bases to the realities of these young people, in the study conducted by Oliveira, with young people from the Bahian semi-arid region, their experiences and narratives point to this deficit. Training does not meet the specific needs of young people living in the countryside to be channeled into this environment. An inverse process occurs that generates conflicts regarding the construction of the training paths of these subjects and the contribution with their identity constitution in the field. (OLIVEIRA, 2014, p.76) As the author portrays, there is a conflict regarding the ideologies and realities experienced by these rural youths, where the majority comes from the practice of sustainable agricultural crops linked to family agriculture and is in a model of technical education directed to agribusiness. In this way, there is a reversal of values of the subjects of the field. Understanding these human and subjective processes of these subjects is considered a challenge and therefore we bring as a possibility to mediate understanding and broaden the understanding universe as the training practices of these subjects, the bases of Human Ecology, regarding the relation of man to the environment including social, economic and psychological factors (MACHADO, 1984). using the subject theories, subjectivity and relation with means, in order to build an understanding of how this process takes place, being perceptible that changes, transformations and ruptures occur in the identity and ideologies. Thus, for this study, we seek to develop a Systemic Review (S.R) of the state - of - the - art type, within the scope of master 's and doctoral research, taking into consideration that these are consistent works, in which there is a partnership between author and development supervisor of the research, in addition, are complete works with results that allow us to infer new possibilities of interpretation and construction of research data. Thus, this work is planned in two central moments: the first deals with the contextualization and methodological development of the research, or better, with the systematic search for data, not the

research in its entirety. In this case, we present the options and methodological bases on which we base ourselves to build a basis of analysis that could clearly present the data found within the S.R. This section provides the details of the procedure adopted and how we proceed to record the data that were eminently relevant to the study. In a second moment, we present the section in which the results are systematized, in which we compose the portfolio of the selected works and at the end, we signal elements that allow us to provide conclusive comments for the work on screen.

**Methodological Course:** It is pertinent to point out, before proceeding with the description of methodological development, that the proposed methodology for the development of RS is qualitative and quantitative, since it seeks to understand the (quantitative) number of scientific works carried out and produced over the years in the national territory, at the same time qualitative, to make an analysis of the content produced, seeking to understand the development of the theme and consistency of the researches carried out. Following this perspective, in this section, we present initially a theoretical / argumentative survey of what S.R is and in a second moment the definition of the research and how it was structured, from the argumentation to the thematic, the databases and ending with the methodological development of the research and / or S.R in question.

**Reflections on the relevance of S.R to the development of scientific research:** With advances in the technological field, more accurate in information and communication, made the knowledge more accessible to people, only with the use of computer equipment and internet access, one can have in their hands a portal of knowledge and information, (CIRANI *et al*, 2015)<sup>1</sup>, tripling academic production and bringing new perspectives of research, research, and research to the public, in which it only contributes to technical-scientific development. Databases can be defined as informational supports composed of technical and academic works, classified from abstracts, periodicals or scientific articles, papers of conclusion of course, be it monographs, dissertations and theses, in the various areas of knowledge. For this reason, what is most commonly occurring is Internet search and databases that have scientific credibility, using search engines to locate bibliographic material. However, with this scientific increase, through the opening of new universities or graduate programs, studies in some areas have tripled, so some care must be taken to avoid repetition of studies. Thus, it is indicated that students and researchers, before starting an investigation, should be done a bibliographical research, aiming to find the similarities and the differential in the study to be researched, or even works that contribute to the study to be developed. Because there are a number of possibilities for the literature review, we focus on this study the construction of a S.R, which, like other types of review studies, is a form of research that uses as literature data on a particular topic. This type of research provides a summary of the evidence related to a specific intervention strategy, through the application of explicit and systematized methods of searching, critical appraisal and synthesis of the selected information. S.Rs are particularly useful for integrating information from a set of studies performed separately on a particular therapy / intervention, which may present conflicting and / or coincident results, as

<sup>1</sup> CIRANI, Claudia Brito Silva; CAMPANARIO, Milton de Abreu; SILVA, Heloisa Helena Marques. The evolution of post-graduate teaching in Brazil: exploratory analysis and propositions for research. Evaluation. Campinas; Sorocaba, SP, v. 20, n. 1, p. 163-187, Mar. 2015

well as identify subjects that need evidence, assisting in guiding future research (WILLICH, 2003). The S.R. is organized in several stages until the conclusion of its portfolio, only after starting the study and analysis of the works found. In order to begin the study, the researcher requires a good planning and organization, where the division of the stages until the elaboration of the set of questioning will guide the investigation, in which they must be clear and objective, so that they do not leave loopholes not to be eliminated future (MANGINI *et al.*, 2016)<sup>2</sup>. Thus, the review is divided into five stages, in which each one has a purpose, in order to assemble a portfolio and systematize the information in a clear and easy to understand, as we can verify in the items that follow.

**Procedures for the realization of S.R:** As was previously reported, the process of organization and planning are fundamental to the successful development of S.R, Bereton *et al.* (2007) indicates that a S.R allows the researcher / readers, a careful and reliable evaluation of the research carried out within one or more topics, then the procedure of structuring the steps will be detailed.

**1<sup>st</sup> STAGE:** This is known as the first stage / first phase, where the RS execution plan is planned, organized and assembled, in which reference texts are defined to serve as a basis for the demarcation of the sense nuclei to the banks the data to be searched. For this moment, several questions must be formulated, which aims to eliminate the possible errors, besides avoiding future questions, for Gil (2007), a problem must be formulated in the form of a question, be clear and precise, susceptible of solution and delimited to a viable dimension. Thus the guiding questions of the research were chosen: How are the technical training experienced by the young students signified? How does the relation environment, society and subject appear in the lives of young students? What changes are observed in the personal and professional practices of young people before and after completion of the technical course? Are there thesis / dissertations that address the thematic technical training of young people in the field and their relation or theoretical / methodological approach in Human Ecology?

Even in the first stage, the sense nuclei<sup>3</sup> are defined, which would be the same as the centrality of the research or guiding themes, in which they are formulated from the research question, with which the keywords and their synonyms<sup>4</sup> are defined. In this sense for this systematic research was defined the two main banks of theses and dissertations of Brazil, to investigate the existing works with the terms defined in this stage. The chosen databases were the Catalog of Thesis and Dissertations of the Coordination of Improvement of Higher Education Personnel - CAPES, being considered the largest national bank of works of these categories, where it has a direct link with all the graduate programs strictosensu (master's and doctorate) that as of 2013, all academic production is made available in complete format, prior to this date, only with the basic information of the works. And the second bank defined, was the Brazilian Digital Library of Theses and Dissertations (BDTD), where it is considered the

second largest source of master's and doctorate works, with daily updates, has a collection of 569,432. Finally, according to Bereton 2007, a team is organized to carry out this activity, aiming at validating and evaluating the stages of research development, as well as assisting in the generation of research protocols<sup>5</sup>, in order to document and record the results found.

**STAGE 2:** This stage is known in the field of investigation of S.R of the literature, as the identification phase, where the organization of the procedures is done. Initially the strings are defined to start the procedures. The first is the quantification of the works found, with the use of Boolean operators and the techniques of quotes (""), we can make a general quantification of the works found. In this step a search was made first with all the terms (T1 + T2 + T3) objectified, as described below:

Ex: Field Technical Training AND Rural Youth AND Human Ecology; Technical Training in the Field AND young people from the Field AND Human Ecology; (T1 + T2, T2 + T3 OR T1 + T3), we did not find a significant result, so we had to redo the planning. Among other formats, in which we did not succeed, only with the wording of the terms separately, we achieved some result. However the number reached was alarming, besides the distortion and flight of the researched subject, a good example, we can cite the first ten papers freely researched using the term "Field Technical Training", in the catalog of theses and dissertations of CAPES:

1: Chaos and Complexity in Organizations; 2: The Meaning of Learning and Teaching a [...]; 3: The conceptions and practices of professional education of FETRAF-BA [...]; 4: Teacher training: a look [...]; 5: Degree in agricultural sciences: profile and contextualization 6: Education and new technologies in the field of telecommunications. 7: Operations Management Through the Chain of Processes - A [...]. 8: Agrarian Space, Field Education and Training [...]. 9: The practical discipline of teaching as revealing of the History of [...] e 10: Teaching Sciences in the High Sertão [...].

As seen in the example above, the margin of error in the search for terms is large and far from the expected result, so another form of search is the use of the quotes, to limit the desired words, thus, we arrive at a result positive, as shown in the image below:

**Table 1** – tab with the terms with and without quotation marks.

TERM	with “ ”		without “ ”	
	CAPEs*	BDTD**	CAPEs*	BDTD**
T1.1	0	0	848.494	6.006
T1.2	0	0	956.996	6.006
T2.1	38	56	953.769	5.395
T2.2	4	24	953.403	1.217
T2.3	143	123	37.953	342
T3.1	356	1.580	69.774	5.140

(Source: Authors, 2018)

DESCRIPTION:

\*: catalog of theses and dissertations of CAPES

\*\* : Brazilian Digital Library of Theses and Dissertations - BDTD.

T1.1: Technical Training in the Field; T1.2: Field Technical Training; T2.1: Youth of the Field; T2.2: Young's countryside; T2.3: Rural Youth ; T3.1: Human Ecology

<sup>2</sup> MANGINI, CLAYTON GERBER. Lean production system and agribusiness: a perspective of the use of techniques and tools based on national publications. Annals of the ENGEMA-International Meeting on Business Management and the Environment, 2016.

<sup>3</sup> The sense nuclei are centered on the triad: technical training in the field, field youth and human ecology.

<sup>4</sup> They are formulated and detailed in the second stage.

<sup>5</sup> The roadmap for conducting S.R presented, detailing and central questions of the research, including the objectives, core meaning and keywords, search strings and the method of inclusion and execution, ie the methodological detailing and results. It can be divided into three parts (Input (organization / planning), Processing (execution) and Output (results and portfolio).) This explains, Levy and Ellis (2006) (LEVY, Y., ELLIS, TJ A system approach to conduct an effective literature review in support of information systems research, Informing Science Journal, v.9, 2006.).

Thus, with the use of quotation marks, we can delimit the number of works and prove the relationship with the desired term and area. Thus, it was defined that for the selection of papers for the content analysis (abstract or full text) in the first research, it should meet a criterion of relation, where the terms of the research should have relation with another, or both.

**STAGE 3:** This phase is known as the selection stage, after analyzing the titles of the works found in the databases, and the relationship between the terms is made, the works that have relevance to the terms of the research are collected. After this stage, 42 papers were selected from the catalog of thesis and dissertations of capes and 25 from the Brazilian digital library of theses and dissertations, which presented a correlation between the terms, as systematized in the image below:

**Table 2** – tabulation of the results of the first search in the databases, with reading the titles and associating the terms.

BDTD <sup>1</sup>			CAPES <sup>2</sup>			
TERM	D.T*	M.T**	TOTAL	D.T*	M.T**	TOTAL
T1.1	0	0	0	0	0	0
T1.2	0	0	0	0	0	0
T2.1	0	5	5	3	7	10
T2.2	0	6	6	0	2	2
T2.3	1	8	9	3	18	21
T3.1	2	3	5	0	9	9
TOTALITY			25			42

(Source: Authors, 2018)

Soon after the systematization of the works with correlation between the terms, we moved to the fourth stage, for an analysis, applying at this moment the inclusion / exclusion criteria, from a more detailed reading of the works.

**STAGE 4:** This stage is called eligibility, since it is considered the main and most important of the process, in which an analysis of the content of the selected texts is done, in which it is related to the theme and it is understood that there is a relation with the other terms of the research, from here a more detailed reading of the abstracts and if necessary of the original text (complete) is made for a better understanding. In this step, the inclusion and exclusion criteria are applied. Therefore, we present below those used to carry out this study. For EXCLUSION were considered works where: works that are duplicated, that is, repeated, works with a single term approach and that does not relate to the other terms (T1 = T2 = T3). In the case of the highlighted work, they address basic education, high school, rural education, rural school, etc., such as centrality, incomplete or unsuccessful jobs. For the INCLUSÃO we indicate as criteria: texts have relation with at least one other term (technical training of the field and rural youths, young people of the field and human ecology, technical training in the field and human ecology, etc.) and work with a complete result.

**5<sup>th</sup> STAGE:** This is the last one is called inclusion, in which the works have already been selected and will be systematized

in the table format, this material is also called PORTFOLIO, with information for understanding and better data analysis. As it was seen, S.R is composed of several stages, these being extremely important, in which we can make a detailed evaluation of the process, in addition to better understanding the procedure, and it is configured as an instrument to map published works in banks of data, using a specific research theme, allowing the researcher the ability to elaborate a synthesis of existing knowledge about a given subject (BIOLCHINI *et al.*, 2007). Considering what has been exposed, it was possible to carry out the construction of significant data so that the study took shape and made it possible to enter the field of research. We consider that it is pertinent to carry out the S.R to provide security and solidity to the results that will originate from the development of the study. In this way, we present the result / synthesis of the steps shown in this flowchart.

## RESULTS

At the beginning of this study, a total of 3,844,495 papers were counted, between theses and dissertations, with the application of the quotation marks, in order to delimit the field, 2. 327 texts were found, of these with the reading of the titles and making a relation with the other terms, 67 papers were selected from the two databases and finally, with the reading of the abstracts and texts, they went to the last stage, called the 15 works portfolio, according to the flowchart shown in figure 5 present in this work. In this way, I present the result of the works that were selected and their descriptions for a better understanding. Still discussing the results of this work, I bring some important notes to the discussion about the theme, first about step three that concerns the selection of the works. Something called attention for the number of works developed in some thematic areas or better to say subareas of the terms of the research, but the centrality was in other subjects or locus, reason to be discarded and not to be selected, in total were 42 subjects, that went of the approach of childhood, high school, adulthood, among others. We can point out that most of the discarded works had as their centrality life projects, followed by a significant number, by field school and youth traffic between city and country and graduates. However, it is worth emphasizing that the theme, school, agricultural family, rural experience, educational practices and identity construction of young people, takes place prominently along the results found throughout the research, however, using the exclusion criteria were not validated once which appear only in one of the strings used in the search. In addition to the cited works that were discarded, ten texts that were repeated, having duplicate works and tripled, this shows us the number of works that were attached in the system of failed banks, which appear more than three times, originates in the bank of the Brazilian digital library of theses and dissertations, and the same appears in the capes bank. With regard to the selected works for the portfolio, some information is important for a reflection, remembering that the choice to search only results of complete works developed in postgraduate programs, initially due to the complexity of the content and quality of the material, in which a good part of journals are fragments or chapters of theses and dissertations, often rendering the subject repetitive or incomplete for greater understanding. The works selected in the fifth stage, totaled fifteen texts, among them the oldest work is of 2008, having ten years is a study developed in a federal agrotechnical school of São João Evangelista - MG, in

**Table 3.** tabulation of the research portfolio with the results information.

Year	Author/ University	Title/ Type of Text	Description / Objective
2008	Claudio Joventino de Freitas / (UFRRJ)	Agricultural Education, Institutionalized Violence and Exclusion of Youth from the Field. / (Master's Thesis or dissertations)	The general objective of this research was to develop a study on Agricultural Education, Institutionalized Violence and Exclusion of Young People from the Field, taking into consideration the campus of the Agrotechnic Federal School of São João Evangelista-MG.
2009	Luiz Claudio Antônio Nogueira / (UNICAMP)	Family farming and technical training: perspective for a new generation. / (Doctoral Thesis)	The present research work analyzed the importance of a Technical School being inserted in the rural environment to meet the needs of the Community.
2010	Marinalva Jardim Franca Begnami / (UFMG)	Socio-vocational integration of young people in the countryside: challenges and opportunities for graduates from Family School Agricultural Bontempo / (Master's Thesis or dissertations)	This study aimed at analyzing the socio-professional insertion of young people from the field, the research focused on the professional project, built on the training path of the EFA, and considered the mediating axis for the insertion of young people.
2010	Lilian Couto Cordeiro Estolno / (UFRRJ)	Professional Agricultural Education in the State of Rio de Janeiro: Settings, Borders, and Perspectives / (Master's Thesis or dissertations)	The present study sought to investigate the relationships between social practices work and education within the scope of the training process of the agricultural schools of the state education network of the state of Rio de Janeiro, having as a guiding axis the discourses of sustainability in the professional training of the technical course in agriculture.
2010	André de Oliveira Melo / (UFAM)	Educating for sustainability: the experience of the Rural Family House of Boa Vista do Ramos - Amazonas. / (Master's Thesis or dissertations)	The study aimed to identify the contributions of the experience to the local development and solidarity, based on its pedagogical methodology. In a qualitative research approach, in the sense of valuing the meanings that build their lives, their relationship and the inextricable link with the context in which they are inserted.
2011	Alexandre Henrique Bezerra Pires / (UFRPE)	Rural extension, agroecology and rural youth: the experience of Agroecology Promoters (APAS), in the wilderness do Araripe - Pernambuco. / (Master's Thesis or dissertations)	This research has the objective of analyzing the rural young people of the semi-arid region, are located in a different perspective of the technical assistance and rural extension that uses agroecology as guiding principle of the actions for sustainable local development and what changes in the attitudes and world view of these young.
2012	Francisco de Assis Moreira / (UFV)	The knowledge of the students of rural origin and the curriculum of the Technical Course in Agriculture - Federal Institute Sudeste MG Campus Rio Pomba / (Master's Thesis or dissertations)	The work sought to understand the students' perception of the curriculum, the applicability of contents in the rural environment, the way the family reacts to new knowledge, the validity of the knowledge prior to joining the course to understand the contents of the subjects and the adequacy from the curriculum to the reality of the students.
2013	Jacqueline Aline Botelho Lima / (UERJ)	The High School Experiences of the Landless Rural Workers Movement (MST) and its Contributions to Human Emancipation / (Doctoral Thesis)	The work sought to analyze how education in schools is effective and the contradictions in the relationship between schools and communities, schools and settlements, MST and other rural and urban organizations, among others, that could indicate the limits and possibilities of strengthening the project. Field Education in Brazil today.
2014	Nildo Batista / (CEFET/MG-Campus II)	The meanings of work in the life projects of rural youth: study of young people from a Technical Course in Agropecuaria, from the South of Minas Gerais / (Master's Thesis or dissertations)	This dissertation sought to understand how the rural environment and the personal experiences of these young people interfered in the construction of their professional plans, within a scenario accentuated by the precariousness of the jobs; demand for increasingly skilled workers and the change in the future..
2014	Edna Lopes Miranda / (UFV)	Protagonism, participation and life projects: the movement of young agro-ecologists in the city of Araponga-MG. / (Master's Thesis or dissertations)	Aim to analyze the process of construction, interactions and reach of the 16 rural social movements, examining their sustainability and the repercussions on the life projects of the juvenile public of the municipality of Araponga, MG.
2015	Adair Pozzebon / (UFRGS)	The socio-professional insertion of the young graduates of the agricultural family school of Santa Cruz do Sul in the Rio Pardo valley, RS: a contribution to rural development. / (Master's Thesis or dissertations)	The objective of this study was to describe and analyze the process of elaboration and development of the Professional Project of the Young - PPJ in the School of Agriculture of Santa Cruz do Sul (EFASC), aiming at evidencing the results of its implantation.
2016	Jaqueline Andrade Brito / (UFRB)	Experiences and experiences in education and work: a case study on young people from the field graduating from the vocational training course in agriculture /PRONATEC Ubaíra-BA (2012-2014) / (Master's Thesis or dissertations)	The main challenge assumed in this research was to construct an analysis based on the experiences, wishes and desires of the young people of the field. Throughout this study, we make use of the analytical category young people of the field, in order to demarcate such diverse subjects in the time and space.
2016	Aline Barasuo / (UFV)	Rural youth and emotions: subjective factors of valorization of the field / (Master's Thesis or dissertations)	This work prioritized the positive valuation on the rural, identifying and visualizing the dynamics of the representations of the young people who live in this space. It is based here the look at the subjectivity of the young person, understanding the diverse relationships experienced - with him, with the family, with the environment and with the world.
2016	Flora Aparecida Teixeira Castro / (UFPA)	Rural youth and the contributions of the project to transform training of rural youth in the South of Minas (2006-2013) / (Master's Thesis or dissertations)	the purpose of this study was to analyze the results of the Rural Youth Capacity Building Project for the permanence of young people in the countryside and in the family succession in the South of Minas Gerais, aiming at subsidizing the establishment of new strategies for rural extension work with youth rural.
2016	Maria Luiza Nobre Lamarão / (UFPA)	Youth and participation: young people in the shared management of the extractive marine reserve of caeté-taperaçu, Bragança, Pará. / (Doctoral Thesis)	It discusses the incipient participation of young people in the shared management of the Extractive Reserve based on the question, if the Reserve has a public policy instituted in the perspective of the socio-environmental sustainability of the territory, how to guarantee sustainability without significant participation of young people.

(Source: Authors, 2018)

which today it is a Federal Institute of Education, Science and Technology, having in 2010 three master's studies, in which they make possible a direct insertion in the discussion object of study of this research. Where the first talks about the socio-professional insertion of young people from the field, who undergo a formation process, part of them in the technical perspective and return to where they attended the education of the field, the second on the role of educating for sustainability, where young people In the field, they go through a process of ecological reflection to know the social role with the environment and the last, on the technical formation of young people, where the concepts of human ecology (relation man, environment and subjectivity) are applied, for a reflection of how the training of young people, thinking about the ecosystem. Having two more works in 2014 and the largest number in 2016 with four, being a thesis and three dissertations, the first one is the experiences and experiences of the young people of the field, who were PRONATEC<sup>6</sup>

students, seeking to understand the results and the subjectivities generated in this formation, with subjects of the field, the second makes an approach has as centrality the subjectivities of rural youth, being one of the bases of human ecology, the third writing, makes an analysis of the last seven years of a technical course aimed at young people of the field and the last one, approaches the social role of rural youth who work in an extractive ecological reserve, making a reflection of living together in a sustainable way.

## Conclusion

With the increase of postgraduate programs (masters and doctorates) at the national and world level, the incentive and conduct of research, has increased and resulting in the growing number of scientific papers published daily, in many areas it is impossible to synthesize the state of knowledge (DYBA and

<sup>6</sup> The National Program of Access to Technical Education and Employment - Pronatec was created by the Federal Government in 2011, through Law

12,513, with the purpose of expanding the offer of Vocational and Technological Education courses, through programs, projects and technical and financial assistance actions.

DINGSOYR, 2008), the result of this process is a large number of studies and the need to know the updated scenario in the area. In this way, systematic reviews, in the author's view, are a tool, which indicate a balance in the databases, highlighting those researched until then, in addition to identifying those that have already been developed. Thus, we conclude that the increase in research in several fields of knowledge has encouraged the development of S.R literature, being a way of being updated or identifying the originality of some research, as well as the need for new studies and research findings in a specific area or topic. Thus, the Systematic Reviews of Literature, according to Kitchenham 2004 and Mergel 2014, as secondary studies, play an important role in the research, since they synthesize the existing work in a non-biased way, evaluate and interpret the relevant research available for a given question of research, topic of the area or phenomenon of interest and for that purpose using pre-established protocols for the search and identification of primary studies, in addition, the strategy adopted in a review must be clear enough to allow its repetition by other researchers. For this research was used as the main national databases, which stores theses and dissertations, they are: Catalog of Thesis and Dissertations of CAPES and the Brazilian Digital Library of Theses and Dissertations - BDTD of the Brazilian Institute of Information and Technology - IBICT. Initially, there were 2,327 papers produced in the scope of master's and doctoral studies, and after the treatments and selection analysis with inclusion and exclusion criteria, 15 papers were left to compose the portfolio. These studies also point out in a brief analysis that the studies that deal with this theme are concentrated separately and there is no work that deals with the three nuclei of meaning. The emphasis of the researches is on the technical vocational training and its graduates or insertion in the communities and labor market, which leaves open a gap that allows the entry of the discussion with the triad (Field Technical Training, Rural Youth and Ecology Humana) to which this study is proposed, the need for amplification and unification of the sense nuclei used for a larger investigation, being the future challenge for my dissertation.

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