

**The voice of the “ralé”: how young people from popular secondary schools perceive themselves in the light of the trajectories and expectations of schooling followed.**

In the field of education, research is mostly carried out in order to observe the relationship of teachers with educational methodologies and their relationship with the student. This investigation, in turn, seeks to give voice to young high school students in Brazil, from popular means, paying attention to the process of understanding they have in relation to the school trajectories and future perspectives, inserted in the scope of a thesis in the doctorate degree in Education at Lusófona University. School Exclusion was a long-term historical reality in the context of Brazil. For more than 400 years, the educational process was not inclusive, even though we understood its importance for the formation of a strong nation and a politicized people. The absence of public policies promoted this exclusion of a large portion of the population, with several attempts to include these students only in the last hundred years, aiming at a quality education for all. Victims of a historical school exclusion, the included become protagonists of the “unsuccesses” and “failures” reported by Ana Benavente (1976), “holders of empty certifications” as called Acácia Kuenzer (2005), “oppressed” according to Paulo Freire (1987) and, more recently, shapers of the “ralé” over the years, as Jessé Souza (2017) points out, concepts that seek to denounce a painful reality that surrounds them. The option to listen to the students' voices also came from the desire to understand how they perceive themselves, as the literature describes them in different ways and from different perspectives. Choosing to carry out a qualitative case study, whose objective is to understand educational phenomena in the natural context in which they occur. Methodological triangulation was carried out through document analysis, observation and semi-structured interviews applied to 50 young people between 17 and 25 years old from a state public school, attending the third year of one of the four types of secondary education (regular, youth and adults education, with technological intermediation and a technical course). As a result of this investigation, based on the speeches of young people from popular means, I present as a result what I call the Pedagogy of Social Desirability, which consists of a performance or positioning in relation to school, adopted by young people from popular means, considered correct, acceptable or desirable, in order to satisfy their need for social approval, manifesting behaviors consistent with the norms and values of the prevailing culture. This is a behavior understood here as unconscious and motivated by an intrinsic need for improvement and maintenance of the ego, to be accepted, well seen by the family, by the community, to be seen as someone who deserves respect for having completed their social role as a student. By evidencing the contradiction of speeches, the Pedagogy of Social Desirability is perceived: the one taken by the students with the objective of giving the answer considered socially accepted by the community. Going to school is not necessarily about learning, but it has great social value. Listening to young people from popular means is, above all, to denounce the learning situations that include them in schools, but do not offer a quality education that emancipates and politicizes them enough to distance them from the informal labor market. This research does not have an end in itself, however, it serves as a signal for a new way of thinking about public school education in Brazil, in which it is suggested, for example, to understand the different cultural and regional realities that mark the great Brazil so that Curriculum pertinent to each of these demands can be drawn up.

**Keywords:** Education, Exclusive inclusion, High school, Social Desirability.