











“UNIVERSITY FOR A DAY PROGRAM”: ACTION OF SOCIAL RESPONSIBILITY AND INCLUSION

“PROGRAMA UNIVERSITÁRIO POR UM DIA”: AÇÃO DE RESPONSABILIDADE SOCIAL E INCLUSÃO

“PROGRAMA UNIVERSITARIO POR UN DÍA”: ACCIÓN DE RESPONSABILIDAD SOCIAL E INCLUSIÓN

 Alan Vinicius Assunção Luiz¹
 Natássia Condilo Pitta¹
 Jennifer Thalita Targino dos Santos¹
 Carlos Alexandre Curylofo Corsi²
 Paulo Victor Borges¹
 Maria Verônica Ferrareze Ferreira¹
 Angelo Alves Ferreira Junior¹
 Talita Morais Fernandes³
 Herbert Alexandre João⁴
 Ana Paula Morais Fernandes¹

¹Universidade de São Paulo - USP, Escola de Enfermagem de Ribeirão Preto - EERP. Ribeirão Preto, SP - Brazil.

²USP, Faculdade de Medicina de Ribeirão Preto - Ribeirão Preto - FMRP, SP - Brazil.

³USP, Escola de Educação Física e Esporte de Ribeirão Preto - EEFERP. Ribeirão Preto, SP - Brazil.

⁴USP, Instituto de Física de São Carlos - IFSC. São Carlos, SP - Brazil.

Corresponding Author: Talita Morais Fernandes
E-mail: talitafernandes@usp.br

Authors' Contributions:

Conceptualization: Alan V. A. Luiz, Natássia C. Pitta, Jennifer T. T. Santos, Carlos A. C. Corsi, Paulo V. Borges, Maria V. F. Ferreira, Angelo A. Ferreira Junior, Talita M. Fernandes, Ana P. M. Fernandes; **Data Collection:** Alan V. A. Luiz, Natássia C. Pitta, Jennifer T. T. Santos, Carlos A. C. Corsi, Paulo V. Borges, Angelo A. Ferreira Junior, Talita M. Fernandes; **Investigation:** Ana P. M. Fernandes; **Methodology:** Alan V. A. Luiz, Natássia C. Pitta, Jennifer T. T. Santos, Carlos A. C. Corsi, Paulo V. Borges, Maria V. F. Ferreira, Angelo A. Ferreira Junior, Talita M. Fernandes, Ana P. M. Fernandes; **Project Management:** Herbert A. João, Ana P. M. Fernandes; **Software:** Ana P. M. Fernandes; **Statistical Analysis:** Alan V. A. Luiz, Natássia C. Pitta, Jennifer T. T. Santos, Carlos A. C. Corsi, Paulo V. Borges, Angelo A. Ferreira Junior, Talita M. Fernandes, Ana P. M. Fernandes; **Supervision:** Talita M. Fernandes, Herbert A. João; **Validation:** Ana P. M. Fernandes; **Visualization:** Ana P. M. Fernandes; **Writing – Original Draft Preparation:** Alan V. A. Luiz, Natássia C. Pitta, Jennifer T. T. Santos, Carlos A. C. Corsi, Paulo V. Borges, Maria V. F. Ferreira, Angelo A. Ferreira Junior, Talita M. Fernandes, Ana P. M. Fernandes; **Writing – Review and Editing:** Alan V. A. Luiz, Natássia C. Pitta, Jennifer T. T. Santos, Carlos A. C. Corsi, Paulo V. Borges, Maria V. F. Ferreira, Angelo A. Ferreira Junior, Talita M. Fernandes, Ana P. M. Fernandes.

Funding: No funding.

Submitted on: 2020/07/07

Approved on: 2021/04/29

Responsible Editors:

 Allana dos Reis Corrêa
 Luciana Regina Ferreira da Mata

How to cite this article:

Luiz AVA, Pitta NC, Santos JTT, Corsi CAC, Borges PV, Ferreira MVF, Ferreira Junior AA, Fernandes TM, João HA, Fernandes APM. “University for a Day Program”: action of social responsibility and inclusion. REME - Rev Min Enferm. 2021[cited ____];25:e-1373. Available from: _____ DOI: 10.5935/1415-2762-20210021

ABSTRACT

Introduction: actions to bring public high school students closer to public universities are essential to facilitate the academic transition and encourage student enrollment and permanence. Such actions still present visiting students with the possibilities inherent in the qualified academic environment and provide opportunities and new thinking about their personal and professional future. **Objective:** to report the activities of the University for a Day Program (EERP-USP), which are characterized as actions of social responsibility and university inclusion. **Method:** descriptive study, type of experience report, of university extension actions for public high school students, obtained from the analysis of a pre-existing database. **Results:** in the period from March to November 2019, the University for a Day Program received 426 high school students from public schools in Ribeirão Preto-SP and region, the majority being female (64%) and with an average age of 17 years old. Of the total number of project participants, six obtained approvals in the selection process of the Fundação Universitária para o Vestibular (FUVEST) for admission to the University of São Paulo. **Conclusion:** the results reveal the social character of inclusion with a positive impact as a university extension action.

Keywords: Education, Primary and Secondary; Education, Higher; Higher Education Institutions; Students; Universities; Community-Institutional Relations.

RESUMO

Introdução: ações de aproximação de alunos de ensino médio público para universidades públicas são essenciais para facilitar a transição acadêmica e incentivar o ingresso e a permanência estudantil. Tais ações ainda apresentam aos alunos visitantes as possibilidades inerentes ao ambiente acadêmico qualificado e propiciam oportunidades e novo pensar sobre seu futuro pessoal e profissional. **Objetivo:** relatar as atividades do Programa Universitário por um Dia (EERP-USP), que se caracterizam como ações de responsabilidade social e de inclusão universitária. **Método:** estudo descritivo, tipo relato de experiência, de ações de extensão universitária para os alunos do ensino médio público, obtido a partir da análise de um banco de dados preexistente. **Resultados:** no período de março a novembro de 2019, o Programa Universitário por um Dia recebeu 426 alunos do ensino médio de escolas públicas de Ribeirão Preto-SP e região, sendo a maioria do sexo feminino (64%) e com idade média de 17 anos. Do total de participantes do projeto, seis obtiveram aprovação no processo seletivo da Fundação Universitária para o Vestibular (FUVEST) para ingresso na Universidade de São Paulo. **Conclusão:** os resultados revelam o caráter social de inclusão com impacto positivo como ação de extensão universitária.

Palavras-chave: Ensino Fundamental e Médio; Educação Superior; Instituições de Ensino Superior; Estudantes; Universidades; Relações Comunidade-Instituição.

RESUMEN

Introducción: las acciones para acercar a los estudiantes de secundaria pública a las universidades públicas son fundamentales para facilitar la transición académica y fomentar la matrícula y permanencia de los estudiantes. Tales acciones aún presentan a los estudiantes visitantes las posibilidades inherentes al entorno académico calificado y brindan oportunidades y nuevas formas de pensar sobre su futuro personal y profesional. **Objetivo:** dar a conocer las actividades del Programa Universitario por un Día (EERP-USP), las cuales se caracterizan como acciones de responsabilidad social e inclusión universitaria. **Método:** estudio descriptivo, tipo de relato de experiencia, de acciones de extensión universitaria para estudiantes de secundaria pública, obtenido a partir del análisis de una base de datos preexistente. **Resultados:** en el período de marzo a noviembre de 2019, el Programa Universitario por un Día recibió a 426 estudiantes de secundaria de escuelas públicas de Ribeirão Preto-SP y región, la mayoría mujeres (64%) y con una edad promedio de 17 años. Del total de participantes en el proyecto, seis obtuvieron la aprobación en el proceso de selección de la Fundación Universitaria del Vestibular (FUVEST) para el ingreso a la Universidad de São Paulo. **Conclusión:** los resultados revelan el carácter social de la inclusión con impacto positivo como acción de extensión universitaria.

Palabras clave: Educación Primaria y Secundaria; Educación Superior; Instituciones de Enseñanza Superior; Estudiantes; Universidades; Relaciones Comunidad-Institución.

INTRODUCTION

The National Education Plan (*Plano Nacional de Educação - PNE*), presented under Law No. 13,005/2014, establishes guidelines, goals, and strategies for Brazilian education until 2024. The current document presents a set of goals and strategies that cover all educational levels, modalities, and stages, from early childhood education to graduate school. Specifically for higher education, it appears that, of the total of 20 goals set for the ten-year plan, six are linked to higher education. In addition, there are specific strategies for reducing inequality and including minorities.¹

In fact, and since the PNE considers the population between 18 and 24 years old as the reference age for undergraduate studies, data from the *Instituto de Pesquisa Econômica Aplicada* (IPEA), in the population in this age group, reveal that 1.1% of the black population has no education level, 70.7% are out of school and only 1.4% have completed higher education, compared to the non-black population of 0.6, 64.5 and 4, 5%, respectively.² To reduce inequalities and expand, with quality, higher education at the undergraduate level, goal 12 of the PNE presents the objectives of raising enrollment rates in undergraduate courses and ensuring that at least 40% new registrations take place in the public segment.³

At the public university, data from the 2019 Statistical Yearbook, of the *Universidade de São Paulo*,⁴ provide information that demonstrates the importance of actions aimed at mitigating the effects of social inequalities. Specifically, the data in Table 3.04 - Personal characteristics of candidates for the entrance exam in 2019 - reveal that 29.05% of the candidates studied high school in public schools, 62.24% of the candidates studied high school in private schools, 4.62% were black and 72.84% were white. In this context, actions to bring together high school students from public schools at public universities are essential. On the other hand, many studies reveal that the lack of information about the ways of entering public university, as well as the available undergraduate courses, the gratuity of the teaching and the forms of support for the student permanence are factors that interfere and reduce the demand for students of the teaching high school for the continuation of their studies in public higher education.⁵ Often, the public university assumes a symbolic, mythical, unattainable role, demarcating the distance between the candidates.⁶ Adoption and implementation of programs in order to clarify the possibilities of academic transition for high school

students to public universities, in order to encourage early entry and student stay are pertinent alternatives.⁷

The university's social commitment to the population, for local and regional development, attributed to university extension activities, can be achieved with the approximation of high school students to the public university.⁸ The University for a Day Program is a program of university extension created in 2016 through a partnership between the *Escola de Enfermagem de Ribeirão Preto* of the *Universidade de São Paulo* (EERP-USP) and USP's Undergraduate and Culture Pro-Rectories.⁹

This program is an assenting action that contributes to tackling educational inequalities and offers high school students from public schools the opportunity to visit the *Universidade de São Paulo* (USP). In addition, students are informed about the ways to enter, the existing courses, programs to support student permanence and training and, more specifically, information about undergraduate courses in Nursing at USP-EERP, professional career and market opportunities in work. The program receives applications online monthly, on the EERP-USP portal, from public high schools in *Ribeirão Preto*-SP and region, to participate in the activity in which students live the experience of a university day at EERP and on the *campus* of USP in *Ribeirão Preto*-SP.⁹

As mentioned by Gonçalves *et al.*,⁹ the Pro-Rectories of Undergraduate and Culture and University Extension contribute to the financing of the program, enabling the acquisition of publicity material and monitoring grants for undergraduate and graduate students. In addition, the program has the support of the Culture and University Extension Commission of EERP-USP, which finances meals for visiting students, as well as mugs, support materials (pencils, pens, bags, and folders) and buses for one-way transfers and students return from their home school to EERP-USP, on the USP *campus*. For the planning and execution of activities, EERP-USP also contributes with the release of professors and technical and administrative employees, in addition to the physical and material structure such as classrooms, laboratories, simulators and other support facilities.

That said, this article sought to characterize socio-demographically high school students from state public schools, participating in the University for a Day Program (EERP-USP), and the results of this assenting action. In addition, this article aims to give visibility to university extension activities as a mention of social responsibility and the strengthening of inclusion actions in the public university.

MÉTODOS

This is a descriptive study in the form of an experience report, which emerged from the activities developed in the University for a Day Program at EERP-USP in the period from March to November 2019.

The visits were scheduled directly through the EERP-USP website, according to the dates available, always on Fridays, in the morning and afternoon, with groups of approximately 40 students. In the morning program, visiting students were received at EERP-USP by monitors, undergraduate and graduate students at that institution. Then, visiting students were directed to classrooms or auditoriums, where the monitors gave lectures with information about the *Universidade de São Paulo*, all USP *campi* and undergraduate Nursing courses. To conclude the activities of that period, the presentation and demonstration of the virtual tour of EERP-USP was carried out on the institution's website.¹⁰

After the morning activities, the visitors had lunch at the university restaurant (RU), a place that provided direct contact with students from all USP courses on the *Ribeirão Preto campus*, and thus had the opportunity to experience the routine of a university student. Later, they participated in the cultural tour of the *Ribeirão Preto campus* to get to know the main student support units, such as library, housing, sports center, basic health unit, among others.

In the afternoon, the program consisted of several types of theoretical-practical workshops given by professors and graduate students represented by professionals from different areas, such as nurses, biologists, pharmacists, and physiotherapists, which showed the interdisciplinary nature of the activity.

The following theoretical-practical workshops were held: extraction of Deoxyribonucleic Acid (DNA), resuscitation and cardiorespiratory arrest (CRA), human anatomy, donation of human organs and tissues and prevention of sexually transmitted infection (STI). All activities aimed to show the different areas in which nurses can enter, including continuing postgraduate studies such as *lato sensu* (specializations) and *stricto sensu* (master's and doctorate).

The DNA extraction workshop contributed to reveal that nurses can work in different areas of science. The activities of CRA were intended to stimulate critical and reflective reasoning about a situation of urgency and emergency in an extra-hospital environment and to train the appropriate conducts to be performed to save lives. The workshop on human anatomy pre-

sented in a brief and simplified way the systems that make up the human body, the rules for using the anatomy laboratory, respect and ethics for cadavers, differences between cadaveric parts and on anatomical normality and its variations.

In the activity on the donation and transplantation of human organs and tissues, the donation process was elucidated, clarifying concepts of clinical criteria for donor acceptance, communication of bad news, acceptance for donation, capture of organs and tissues, reaching the transplant and the benefits that this act can offer.¹¹ The STI workshop provided important information on measures to prevent sexually transmitted infections, the problems that most affect people who have an active sex life and the main signs and symptoms that may be related to these STIs.

At the end of the visit, the students were invited to complete an anonymously evaluation form on the activities carried out, with space for comments and suggestions. The completion of this form aimed to raise information for the improvement and demands of the program.⁹ The answers of the assessment forms made up the database that served as the object of study in the present work.

The evaluation form was composed of 16 multiple-choice questions and one essay question, having a self-instructional character. The first part of this form was characterized by 12 questions regarding the profile of the participants. Two questions aimed at identifying whether students had already visited USP and whether they were aware of the gratuity of the studies. Two other questions collected information about the ways to enter USP, through *FUVEST* and the National High School Examination (*Exame Nacional de Ensino Médio - ENEM*), and about the knowledge about the exemption of fees at the time of registration. At the end of the questionnaire, it was asked about the quality of the activities developed (good, regular, or bad), whether they liked the visit or not and whether the visit contributed to the interest of entering a public university. And the last question, an essay, was related to suggestions and comments.

Information analysis was performed using descriptive statistics, with coding of all variables, and Fisher's exact test. The database was in spreadsheet format of Microsoft Excel® 2010 software, with double entry. These were imported into the software Statistical Package for the Social Sciences® (IBM SPSS), version 24 of 2016, for frequency and percentage analysis, with a previously established level of significance ($p < 0.05$).

As this is an experience report using public opinions contained in a pre-existing database, whose information is aggregated, without the possibility of individual identification, there was no application of the Free and Informed Consent Term nor was it registered and evaluated by the Committee system. Research Ethics Committee and the National Research Ethics Commission (CEP/CONEP). Thus, information that makes it possible to identify schools or students will not be released, guaranteeing the confidentiality of participants with the safeguarding of information given in confidence and under the protection of unauthorized disclosure of the participant, respecting what is recommended by Resolution 510/16 of the National Council of Health, item V of the sole paragraph and item IV of the 2nd article of this resolution.^{12,13}

RESULTS AND DISCUSSION

The University for a Day Program was visited by 13 public high schools from the city of *Ribeirão Preto*-SP and region. 426 high school students from public schools and teachers participated in the program. We highlight the participation of students from social projects such as the “USP Knowledge Competition” (*CUCo*) of the Come to USP! Program! in that group.

It is noteworthy that, among the 13 public high schools that participated in the “University for a Day Program”, six students entered the Universidade de São Paulo after passing the FUVEST entrance exam, being statistically significant ($p=0.00001$), suggesting the relevance and impact of the program as an action of social responsibility and inclusion of our university, increasingly qualifying our relationship with society, for local and regional development and progress. These results can be significantly higher since the approvals obtained through ENEM were not accessed.

The age of the students ranged from 14 to 19 years (mean 17 years), females were the most prevalent (64%) and most students (48.4%) declared themselves white, followed by brown (31.7%) and black (17.5%). The labor situation was that of the majority of students (313) without work, corresponding to 75.6%; and 22.4% engaged in some type of paid activity. According to Ribeiro and Medeiros,¹⁴ the majority of students entering public higher education do not engage in paid work. In addition, it has been reported that students who study and engage in paid activity simultaneously are one of the main reasons for dropping out of school, an issue pres-

ent in the life of young Brazilians and associated with the lack of interest in entering a university.¹⁵

Regarding some type of approximation of high school students from public schools at the university, it was questioned whether they had already visited the Universidade de São Paulo and 143 students (34.5%) answered that they did not, however, 266 students (64.2%) indicated that they knew of an educational unit on the USP campus in *Ribeirão Preto*, including the *Hospital das Clínicas* of the *Faculdade de Medicina* of *Ribeirão Preto* (HCFMRP). It is considered that on the USP campus of *Ribeirão Preto* there is a highlight of teaching units with undergraduate and graduate courses (*lato* and *stricto sensu*) specific for the training of professionals in the health area and, thus, presents several projects, programs, and services service to the population, being also a way of giving visibility and prominence to the university. In this way, the importance of programs of such a nature was evidenced to corroborate the visibility of public institutions of higher education.

The activities proposed in the “University for a Day Program” contemplate all the inseparable axes of university activities, ratify USP’s social responsibility actions and are aligned with the Santander Scientific Pre-Initiation Program, support the Program Come to USP! and make up the USP Knowledge Competition (*CUCo*). It is still in line with the Institutional Plan approved by the University Council of USP that 50% of students entering the year 2020 come from public schools and that, of these, 35% declare themselves black, brown, and indigenous (PPI). And it is in accordance with the University Pact for the Promotion of Respect for Diversity, the Culture of Peace and Human Rights of the Ministry of Education and the Ministry of Justice and Citizenship for the promotion of education in human rights, Ministries of Health and Education regarding the health research priorities and School Health Program guidelines.⁹

When asked about the options that they liked the most during the visit, the most marked option was to visit the university and obtain information as a way of admission. And “the various locations of the USP *campi*” was the response of 43% of the participants ($n=185$), while the option to visit the EERP-USP laboratories was the response of 35% of the students ($n=150$). According to the information obtained, the students emphasized that these actions could assist them in making more assertive and conscious decisions when choosing their future careers, as shown in Figure 1. It should be noted that, in order to evaluate

these activities, the student could point out more an option to express your satisfaction.

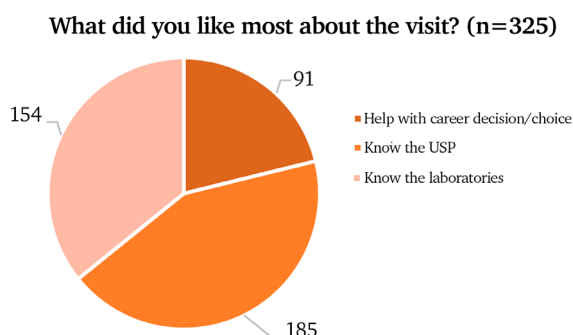


Figure 1 - Activity that high school students enjoyed most during the University for a Day Program

Since its implementation in 2016, the program has been improved. In this sense, the evaluation instrument added questions about the lack of knowledge about the gratuity of studies at USP. Despite the existence of numerous programs and projects for disseminating information about free studies at USP,^{10,16} 55 (13.2%) students included in this study said they did not know about this information.

Knowledge about the ways of entering USP and the possibility of partial or total exemption from the FUVEST registration fee was also assessed. The results showed that 156 (37.6%) participants did not know about the exemption from paying registration fees for the entrance exam and 79 (19%) participants stated that they did not know that admission to USP could also be done through ENEM.

Thus, the University for a Day Program was able to bring high school students from public schools closer to the university, showing a real possibility, previously unknown, and contributing, in a way, to arouse interest in entering the university. It has been emphasized that education is a crucial factor for the individual to be able to develop a critical view of the social reality in which he is inserted, in order to mediate the relationships between the subject and his context.¹⁷ On the other hand, we know It is known that the lifestyle of high school students is a reflection of industrialized society, where young people advance into adulthood early, entering the job market and leaving aside studies.^{15,18}

The strategies used during the visits of the University for a Day Program were diversified and contributed to present and experience the daily life of the university. Giving the opportunity to take students out of tradition-

al classrooms, showing laboratories of practical activities, getting to know the educational and support units of the USP *Ribeirão Preto campus*, including the university restaurant, were essential to win the attention of visiting students and awaken the interest for the university. The workshops held in a highly equipped laboratory, within the scope of collective and hospital health, managed to resolve several doubts about undergraduate health courses at USP. In this aspect, the visit contributed in different ways, and 376 (90.8%) students reported a better understanding of the professional nurse’s functions, 372 (89.8%) said they had more understanding and knowledge of the nurse’s fields of activity, and 365 (88.1%) highlighted more knowledge about the ways of entering USP. It is emphasized that 364 (87.9%) highlighted that the visit contributed to the incentive to enter a university, Figure 2.

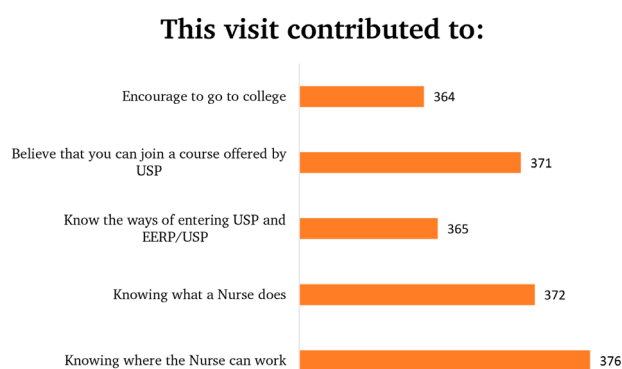


Figure 2 - Contributions of the visit according to high school students participating in the University for a Day Program

It is perceived that these strategies are important, as they can solve doubts of aspirants for a place at the university, besides demystifying what happens at the university and clarifying about the life of the university student during graduation. Activities of this model help in the conscious choice of the course of greatest interest to the university entrance exams and contribute to reduce university dropout which results in a waste of resources.⁵

Regarding the evaluation of the activities offered by the program, the guided tour on *campus* stands out, where students are presented with the main administrative, academic, and social equipment on the USP *campus* of *Ribeirão Preto*, with approval of this activity by 374 (90.3%) of visitors. When assessing which activity was the most interesting, 377 (91.1%) students indicated “DNA extraction”, performed in the multidisciplinary laboratory of EERP-USP. In addition, 366 (88.4%) stu-

dents indicated both the tour of the EERP-USP premises and the “tympanosurdo drums” as interesting activities. This battery is an academic entity of EERP-USP, formed and administered by undergraduate students, revealing the diversity of university activities.

As for the spontaneous comments made by visiting students in the evaluation forms, Table 1 presents the most cited. It is worth highlighting the motivation and interest in wanting to strive to return as students of USP.

Table 1 - Compliments and suggestions given by high school students participating in the Program University for a Day

Compliments	
Liked a lot	50
Made the most of it	5
The battery is cheerful	3
Intends to return, not as a visitor, but as a member	3
Encouraged even more in the studies	2
Suggestions	
Visit other areas, other courses	17
Talking more about the role of nurses	4

Figure 3 shows the analysis of the educational level of parents of visiting students, since the influence and encouragement from parents to students to enter a university is extremely important.¹⁴ Among the data presented in the graphic, the following are highlighted: 244 (30.2%) parents who had completed high school, 204 (25.2%) parents who had incomplete elementary school and 48 (5.9%) parents who had completed higher education.

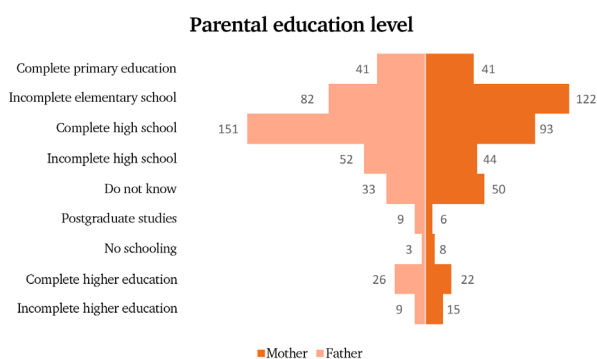


Figure 3. Education level of parents of high school students participating in the University for a Day Program

The University for a Day Program developed actions that contribute to the consolidation and strengthening

of USP’s qualified relationship with society, by bringing together high school students and public schools at the university. In fact, the results reveal the potential of this type of action for the inclusion of young students from public schools in public higher education institutions and contribute to the access to opportunities for their development as a citizen.

Thus, it is highlighted that, according to the terms of article 207 of the Federal Constitution, available at <https://www.senado.leg.br/tividade/const/con1988/CON1988_05.10.1988/art_207_.asp>, it is up to public universities to maintain the inseparability between its teaching, research, and extension activities, since such activities are interdependent, forming a rigid organizational system. This systemic balance must be shaped to national social interests and then, extension, a direct channel of connection with society, offers scientific and cultural knowledge at different levels and, in this connection, in real time, listens to the wishes of society, the that impacts the direction of research. And in teaching, it promotes the revision of the contents of undergraduate and graduate courses. By modifying the starting point of this system, in balance, the other two activities will reallocate and bring new results linked to the purposes of the university.¹⁴

It is worth noting that experience reports like this article show the explicit personality of the authors and direct commitment to the research carried out, as the authors present themselves as study participants and expose personal perspectives about the stages of the research.

CONCLUSION

Social responsibility and inclusion actions are found in the field of university extension, which, *per se*, is worthy of mention due to the potential reach of the university academic institution in society. Such actions, which sometimes gain little public visibility, in times of crisis, such as that which occurs today in the face of the new coronavirus pandemic (SARS-COV-2/Covid-19), demonstrate more clearly that only universities that have of excellence in the fields of teaching and research are able to offer extension activities also covered by their real competence and quality.

The experience resulting from the University for a Day Program highlights the importance of university extension programs, offered by higher education institutions, to bring the university closer to future students, stimulating interest in university education. The results showed a relevant social impact on the admission of students to USP who participated in the Program. This

extensionist strategy helped students, in an innovative way, to break the perception of a closed classroom environment, with the construction of an interactive space that contributed to multidisciplinary academic learning.

In view of the positive results obtained by the program so far, it is expected that strategies like this can be disseminated among educational institutions, thus favoring the approximation of high school students, from the public network, and, more importantly, strengthening the admission of students to the public university.

REFERENCES

1. Ministério da Educação (BR). Lei nº 13.005, de 25 de junho de 2014. Aprova o Plano Nacional de Educação – PNE e dá outras providências. Diário Oficial da União, Brasília, DF, 26 jun. 2014[cited 2020 Mar 18]. Available from: http://www.planalto.gov.br/ccivil_03/_ato2011-2014/2014/lei/113005.htm
2. Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira-INEP (BR). Relatório do 1º ciclo de monitoramento das metas do PNE: biênio 2014-2016, Brasília-DF: Inep; 2016[cited 2020 Mar 18]. Available from: <http://portal.inep.gov.br/documents/186968/485745/RELAT%C3%93RIO+DO+PRIMEIRO+CICLO+DE+MONITORAMENTO+DAS+METAS+DO+PNE+-+BI%C3%8ANIO+2014-2016/0dc50e21-3a60-444b-b7f6-1f16b8e5591f?version=1.1>
3. Ministério da Educação (BR). Conhecendo as 20 Metas do Plano Nacional de Educação. 2015[cited 2020 Mar 18]. Available from: http://pne.mec.gov.br/images/pdf/pne_conhecendo_20_metas.pdf
4. Universidade de São Paulo. Anuário estatístico da USP. Tabela 3.04 – Características pessoais dos candidatos ao vestibular. São Paulo: USP; 2019[cited 2020 Mar 27]. Available from: https://uspdigital.usp.br/anuario/br/acervo/AnuarioUSP_2019.pdf
5. Arruda-Barbosa L, Sales MC, de Souza ILL, Gondim-Sales AF, da Silva GCN, Lima Júnior MM. Extensão como ferramenta de aproximação da universidade com o ensino médio. Cad Pesqui. 2019[cited 2020 Mar 18];174(49):316-27. Available from: <http://dx.doi.org/10.1590/198053146465>
6. Cunha LCV, Silva AR, Plantullo VL, de Paiva DL. Políticas públicas de incentivo à educação superior brasileira: acesso, expansão e equidade. Iniciação - Rev Iniciaç Cient Tecnol Artíst. 2014[cited 2020 Mar 19];4(4):1-14. Available from: http://www1.sp.senac.br/hotsites/blogs/revistainiciacao/wp-content/uploads/2014/12/79_Revista-Iniciacao_ed-vol-4-n-4.pdf
7. Mendes MS. The Motivation of High School Students by Achievement Goals. Psico USF. 2016[cited 2020 Mar 19];21(2):353-66. Available from: <https://doi.org/10.1590/1413-82712016210212>
8. Rodrigues ALL, Prata MS, Batalha TBS, Costa CLNA, Passos Neto IF. Contribuições da extensão universitária na sociedade. Cad Grad - Ciênc Hum Soc. 2013[cited 2020 Mar 20];1(16):141-8. Available from: <https://periodicos.set.edu.br/index.php/cadernohumanas/article/viewFile/494/254>
9. Gonçalves ER, Ferreira VF, Santos JTT, Pitta NC, Pereira RMP, Fernandes APM. Programa Universitário por um dia: conhecendo a escola de Enfermagem de Ribeirão Preto. REME - Rev Min Enferm. 2018[cited 2020 Mar 20];22:e-1133. Available from: <https://cdn.publisher.gn1.link/reme.org.br/pdf/e1133.pdf>
10. Universidade de São Paulo. Escola de Enfermagem de Ribeirão Preto. Website. 2020[cited 2020 Mar 18]. Available from: <http://www.eerp.usp.br/corporate-home/>
11. Ministério da Saúde (BR). Lei no 10.211, de 23 de março de 2001. Altera dispositivos da Lei nº 9.434, de 4 de fevereiro de 1997, que “dispõe sobre a remoção de órgãos, tecidos e partes do corpo humano para fins de transplante e tratamento”. Brasília: MS; 2001[cited 2020 Mar 11]. Available from: <http://www2.camara.leg.br/legin/fed/lei/2001/lei-10211-23-marco-2001-351214-publicacaooriginal-1-pl.html>
12. Guerriero ICZ, Minayo MC. A aprovação da Resolução CNS nº 510/2016 é um avanço para a ciência brasileira. Saúde Soc. 2019[cited 2020 Mar 11];28(4):299-310. Available from: <https://doi.org/10.1590/s0104-12902019190232>
13. Ministério da Saúde (BR). Resolução n.510, de 07 de abril de 2016. Dispõe sobre as especificidades éticas da pesquisa nas Ciências Humanas e Sociais e de outras que utilizam metodologias próprias dessas áreas. Brasília: MS; 2016[cited 2020 Mar 11]. Available from: <https://conselho.saude.gov.br/resolucoes/2016/Reso510.pdf>
14. Ribeiro EA, Medeiros DC. Expansão da educação superior no Brasil na última década: surgimento de um novo cenário de acesso? Rev Bras Educ Profissõ Tecnol. 2020[cited 2020 Mar 11];18(1):e8689. Available from: <https://doi.org/10.15628/rbept.2020.8689>
15. Dutra-Thomé L, Pereira AS, Koller SH. O Desafio de Conciliar Trabalho e Escola: características sociodemográficas de jovens trabalhadores e não-trabalhadores. Psicol Teoria Pesq. 2016[cited 2020 Mar 13];1(32):101-9. Available from: <https://doi.org/10.1590/0102-37722016011944101109>
16. CUCo-Competição USP de Conhecimentos. Página inicial; 2020[cited 2020 Mar 20]. Available from: <https://www.fuvest.br/cuco-competicao-usp-deconhecimentos/?fbclid=IwAR1dMJffntRH02uB7r3F-HWLRz5qCJ8Ycv0cWSx-ZHkhEkyAKpWwR37tLo>
17. Flach SF. Direito à educação e obrigatoriedade escolar no Brasil: Entre a previsão legal e a realidade. HISTEDBR On-Line. 2011[cited 2020 Mar 19];43:285-303. Available from: http://www.histedbr.fae.unicamp.br/revista/edicoes/43/art20_43.pdf
18. Arnett JJ. Emerging adulthood: What is it, and what is it good for? Child Dev Perspect. 2007[cited 2020 Mar 13];(1):68-73. Available from: <https://doi.org/10.1111/j.1750-8606.2007.00016.x>

