

**ACCESS, RETENTION AND SUCCESS OF STUDENTS: AN ANALYSIS OF
POLICIES OF IFFLUMINENSE**

**ACESSO, PERMANÊNCIA E ÊXITO DOS ESTUDANTES: UMA ANÁLISE DAS
POLÍTICAS DO IFFLUMINENSE**

**ACCESO, PERMANENCIA Y ESTUDIANTES EXITOSOS: UN ANÁLISIS DE LAS
POLÍTICAS IFFLUMINENSE**



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ABSTRACT: The Federal Institutes of Education, Science, and Technology play an important role in democratizing education in Brazil; however, they face a high dropout rate, especially in non-mandatory courses. In contrast, the focus has been expanded beyond correcting dropout and failure, considering successful retention as a reference for the development of educational policies. In this context, this study, through an exploratory and qualitative document research, analyzes the guidelines that guide access, retention, and success policies of the Federal Fluminense Institute. It is noteworthy that the institution has provided favorable conditions for the universalization of not only access but also retention and success, offering various types of support as well as implementing practices that favor the quality of educational experiences. The study has implications about the actions of managers and teachers of this and other institutions regarding institutional policies and pedagogical practices for Professional and Technological Education.

KEYWORDS: Vocational and Technological Education. Educational Policies. Access and Retention in Education. School Dropout.

RESUMO: Os Institutos Federais de Educação, Ciência e Tecnologia desempenham um importante papel na democratização da educação no Brasil, porém, enfrentam uma alta taxa de evasão, especialmente em cursos não obrigatórios. Em contrapartida, ampliou-se o foco para além da correção da evasão e reprovação, considerando a permanência bem-sucedida como referência para o desenvolvimento de políticas educacionais. Nessa conjuntura, este estudo, por meio de uma pesquisa documental exploratória e qualitativa, analisa as diretrizes que norteiam as políticas de acesso, permanência e êxito do Instituto Federal Fluminense. Destaca-se que a instituição tem proporcionado condições favoráveis para a universalização não apenas do acesso, mas da permanência e êxito, dispendo de uma variedade de tipos de suporte, bem como implementando práticas que favorecem a qualidade das experiências educacionais. O estudo traz implicações sobre a ação de gestores e professores desta e de outras instituições acerca das políticas institucionais e práticas pedagógicas para a Educação Profissional e Tecnológica.

PALAVRAS-CHAVE: Educação Profissional e Tecnológica. Políticas educacionais. Acesso e Permanência na educação. Evasão escolar.

RESUMEN: Los Institutos Federales de Educación, Ciencia y Tecnología desempeñan un papel importante en la democratización de la educación en Brasil, con todo, enfrentan una alta tasa de desertión, especialmente en cursos no obligatorios. Por otro lado, se amplió el enfoque más allá de la corrección de la evasión y la retención, considerando la permanencia exitosa como referente para el avance de políticas educativas. En ese contexto, este estudio, a través de una investigación documental exploratoria y cualitativa, analiza las directrices que orientan las políticas de acceso, permanencia y éxito del Instituto Federal Fluminense. Cabe destacar que la institución ha ofrecido condiciones favorables para la universalización no solo del acceso, sino de la permanencia y el éxito, ofreciendo diversos tipos de apoyos, así como implementando prácticas que benefician la calidad de las experiencias educativas. El estudio tiene implicaciones para la actuación de los gestores y docentes de esta y otras instituciones en lo que respecta a las políticas institucionales y prácticas pedagógicas para la Educación Profesional y Tecnológica.

PALABRAS CLAVE: Educación Profesional y Tecnológica. Políticas Educativas. Acceso y Permanencia en la educación. Evasión escolar.

Introduction

The 2000s and 2010s were marked by an expansion in the number of institutions and enrollments in Brazil, at different levels and types of Education. The Federal Institutes of Education, Science and Technology (IF), integrated into the Federal Network of Professional, Scientific and Technological Education (RFEPCT), have played an important role in this process, expanding the number of vacancies to serve different students, with a extensive offer for those from public education systems. In addition to the search for technical solutions and the generation of new technologies, the FI's mission is to promote social justice, equity and sustainable development with a view to social inclusion through education.

Despite advances in terms of expansion, there is a challenge to be overcome: the high number of dropouts. It is noted that, according to data available on the Nilo Peçanha Platform (PNP) (BRASIL, 2022), between 2017 and 2019, dropout rates in FI reached 23.23%, 18.62% and 15.53%, respectively. In the years 2020 and 2021, corresponding to the period of the COVID-19 pandemic, dropout rates reached 14.45% and 18.70%. This phenomenon has mobilized efforts by researchers, managers and teachers to mitigate or reduce the impacts of deficits that result from abandonment.

In addition, however, to the actions aimed at correcting dropout and retention, previously restricted to indices and registration numbers, the RFEPCT proposed to broaden its view and began to consider, in a new conceptual perspective of approaching the school trajectory, the permanence with success as a reference for the construction of educational policies. In this context, permanence is understood as a multidimensional phenomenon, which involves cultural, social, institutional and individual factors. Relating this understanding to the complexity of the institution, in fulfilling its social function, implies articulating appropriate actions for an increasingly diverse public.

During the process of expanding Professional and Technological Education (EPT), the Federal Government established, together with the creation of RFEPCT, the Federal Institute of Education, Science and Technology Fluminense (IFFluminense). IFFluminense aims to offer EPT at all levels and modalities, with a view to professional performance and qualification in different sectors of the economy, seeking to promote education from the perspective of comprehensive training of students, assuming a commitment to defining and implementing policies of education and work, articulating socio-educational and economic actors. The institution is based on collegial and democratic management, and integrates, in addition to the tripod: teaching, research, and extension; innovation, sport, culture, and internationalization

(IFF, 2018). Its political-pedagogical proposal is based on the perspective that takes permanence as the main intervention mechanism, seeking to adapt concepts, actions and policies that increase the quality of education, with the aim of helping students to continue and complete their studies (CARMO, 2021).

In this context, and with the approach of the period of reformulation of the Institutional Development Plan (PDI) at IFFluminense, which occurs every five years and will begin its new term in 2023, this study, through exploratory and qualitative documentary research (GIL, 2019), analyzes two main documents that guide the policies of access, permanence and success of students at the institution, being the PDI (IFF, 2018), which includes the Institutional Political-Pedagogical Project (PPI), and the Strategic Plan for Permanence and Success (PEPE) (IFF, 2017a). The aim of this analysis is to awaken reflections among managers and teachers at IFFluminense and other IFs regarding the process of developing institutional policies, highlighting the political-pedagogical interventions that have shown potential effects on the success of students.

IFFluminense is discussed, addressing its scope and guidelines that guide its educational policies and practices. In view of the main objective, the listed institutional documents are analyzed, emphasizing aspects related to issues regarding student access, permanence and success. At the end, the considerations and references of the study are presented.

Federal Institute: expansion and democratization of Professional Education in Brazil

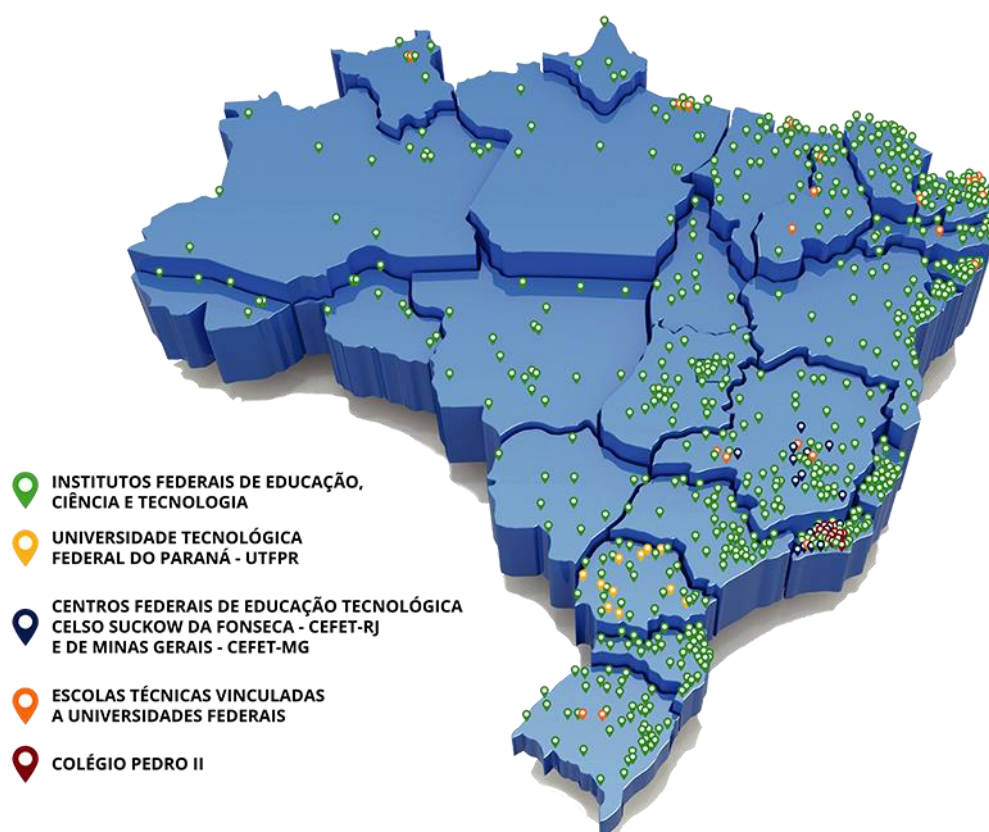
FIs, as public educational institutions, develop their actions in accordance with the policy issued by the Ministry of Education (MEC), through the Secretariat of Professional and Technological Education (SETEC). They are made up of a set of Higher, Basic and Professional Education institutions, multicurricular and multicampi, specialized in offering professional, scientific and technological education, integrated into different levels and modalities of education (BRASIL, 2008a).

The institutions were created based on law no. 11,892, of December 29, 2008 (BRASIL, 2008a), in the second term of then president Luiz Inácio Lula da Silva, with the integration of 31 Federal Centers for Technological Education (Cefets), 75 Decentralized Education Units (Uneds), 39 agrotechnical schools, seven federal technical schools and eight schools linked to universities, which made up the federal network that existed since 1909, with the creation of the Craft Apprentice Schools (SILVA; ROMANOWSKI, 2017). According to the survey

carried out at PNP (BRASIL, 2022), by 2022, 38 institutes had been implemented, distributed in 656 units, offering around 11,814 courses. 1,523,346 registrations were made, covering all states of the Union and the Federal District (DF).

It is important to mention that, in addition to the IFs, the RFEPCT covers a group of institutions, including the Federal Technological University of Paraná (UTFPR), the Federal Centers for Technological Education Celso Suckow da Fonseca, Rio de Janeiro (Cefet -RJ) and Minas Gerais (Cefet -MG), the Technical Schools linked to Federal Universities, and Colégio Pedro II (Figure 1).

Figure 1 - Territorial distribution of RFEPCT units⁴



Source: Brazil (2022)

According to Oliveira *et al.* (2020), a relevant point arising from the creation of the Federal Institutes is the scope given by the expansion process since the creation of the Federal Education Network Expansion Plan in 2005. As highlighted by the author, the multicampi

⁴ Translation: Green – Federal Institutes of Education, Science and Technology; Yellow – Federal Technological University of Paraná; Azul – Federal Centers for Technological Education; Orange – Technical Schools linked to Federal Universities; Red – Colégio Pedro II.

structure of the Institutes allowed the offering of EPT in areas that previously did not have access to minimum technical and higher education opportunities.

The IF's educational proposal, since implementation, aims to unite the construction of knowledge linked to the transformation of society. This character arises from the specificities of its institutional identity, characterized by territorial expansion, the multicampi structure and the clear definition of the territory covered by the actions, in addition to the verticalized pedagogical organization, in which teachers work at different levels and students share diverse pedagogical spaces, from Basic Education to doctorate (OLIVEIRA *et al.*, 2020). It is an innovative institutional model in terms of political-pedagogical proposal.

EPT courses are offered at IFs in order to complement the different levels and modalities of Education, namely: a) Professional Qualification, including initial and continuing training of workers; b) Medium-level technical professional education, including intermediate technical professional qualification courses and technical professional specialization courses; and c) Professional Technological Education, undergraduate and postgraduate, including intermediate courses of professional technological qualification, professional technological specialization courses and professional Master's and Doctorate programs.

Such courses are provided for by the National Education Guidelines and Bases Law (LDB), Law No. 9,394, of December 20, 1996 (BRASIL, 1996), Art. 39 to 42, regulated by Law No. 11,741, of July 16, 2008 (BRASIL, 2008b), and by Decree No. 5,154, of June 23, 2004 (BRASIL, 2004), amended by Decree No. 8,268, of June 18, 2014 (BRASIL, 2014), standardized by CNE CP Resolution No. 1, of January 5, 2021 (BRASIL, 2021).

The structuring and organization of technical courses are developed in an integrated manner, concomitantly or subsequent to secondary education, characterized as follows:

I - integrated, offered only to those who have already completed Elementary Education, with a single enrollment at the same institution, in order to lead the student to professional technical qualifications at the same time that they complete the last stage of Basic Education;

II - concomitant, offered to those who enter high school or are already studying it, with separate registrations for each course, taking advantage of available educational opportunities, whether in teaching units of the same institution or in different institutions and educational networks;

III - intercomplementary concomitant, developed simultaneously in different institutions or educational networks, but integrated into the content, through the action of an agreement or intercomplementarity agreement, for the execution of a unified pedagogical project; It is

IV - subsequent, developed in courses aimed exclusively at those who have already completed high school (BRASIL, 2021, np, our translation).

For the purposes of applying the provisions that govern the regulation, evaluation and supervision of Higher Education institutions and courses, IFs are equated to federal universities (BRASIL, 2008a). In accordance with Law No. 11,892, of December 29, 2008, the following are offered:

- a) higher technology courses, aimed at training professionals for different sectors of the economy;
 - b) degree courses, as well as special pedagogical training programs, with a view to training teachers for basic education, especially in the areas of science and mathematics, and for professional education,
 - c) bachelor's and engineering courses, aimed at training professionals for different sectors of the economy and areas of knowledge;
- lato sensu* postgraduate courses of improvement and specialization, aimed at training specialists in different areas of knowledge;
- stricto sensu master's and doctorate* postgraduate courses that contribute to promoting the establishment of solid foundations in education, science and technology, with a view to the process of technological generation and innovation (BRASIL, 2008 a, p. 4, our translation).

The forms of admission include, under the terms of Law No. 12,711, of August 29, 2012 (BRASIL, 2012b), amended by Law No. 13,409, of December 28, 2016 (BRASIL, 2016); of Decree No. 7,824, of October 11, 2012 (BRASIL, 2012a), amended by Decree No. 9,034, of April 20, 2017 (BRAZIL, 2017a); and Normative Ordinance No. 18, of October 11, 2012 (BRASIL, 2012c), amended by Normative Ordinance No. 9, of May 5, 2017 (BRASIL, 2017b), the reservation of quotas for students from public institutions, as well as for self-declared black, brown, indigenous and people with disabilities (PwD), according to the percentage corresponding to the state in which the institution is located in relation to the data presented in the last demographic census released by the Brazilian Institute of Geography and Statistics (IBGE, 2010).

Mediation in the didactic-pedagogical process is completed with the organized participation of those responsible and the community, especially through their union and popular organizations. This participation occurs mainly within the scope of the Superior Council, the highest authority of the institution (PACHECO, 2015). Collegiate Bodies are made up of a consultative and/or deliberative body that has the competence to issue opinions on institutional policies, also acting as a control and representation mechanism. Within the scope of federal public administration, in accordance with Decree No. 9. 812, of May 30, 2019 (BRASIL, 2019), the following comprise the following bodies: National Councils, Committees, Commissions, Forums, among others.

It is from this perspective that FIs assume the role of strategic agents in structuring public policies for the polarizing region, establishing more direct interaction with public authorities and local communities.

IFFluminense: institutional policies for access, permanence and success

According to Resolution No. 40, of December 22, 2017 (IFF, 2017b), IFFluminense has the legal nature of an autarchy, which enjoys political, administrative, patrimonial, financial, didactic-pedagogical and disciplinary autonomy, with its own regulations and which has, as a basic management premise, compliance with the principle of legality, with an imposing and normative character.

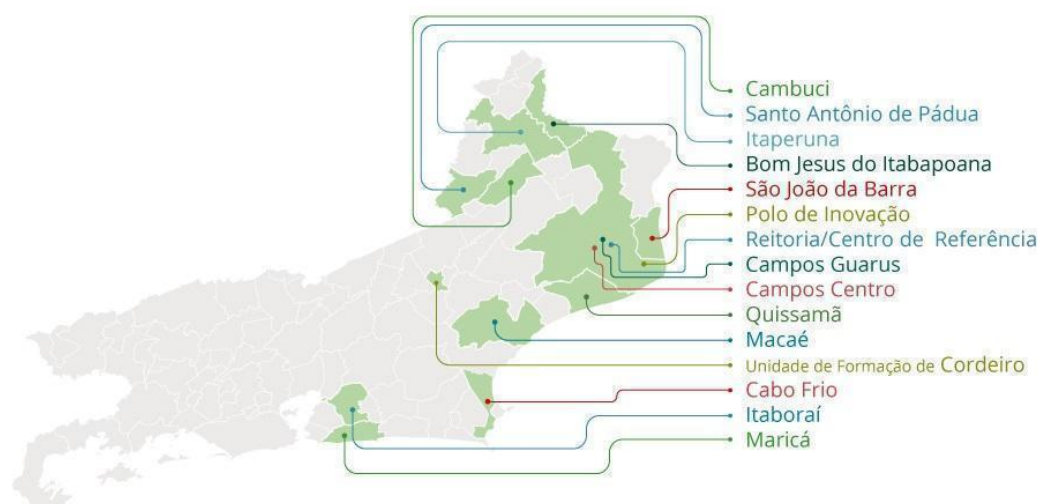
As explained in its Strategic Planning (PE), the institution is based on seven principles that guide discussions and the construction of its identity. Its content establishes links between the collectively desired concepts of humanity and society and everyday practices, as a result of political, pedagogical and philosophical choices. These principles involve the social effectiveness of comprehensive education and training, inclusion and guarantee of learning conditions, in a supportive manner and with respect for diversity, democratic and transparent management, as well as good governance, valuing employees, integration, innovation, and sustainability, and the articulation between education, science and technology (IFF, 2020a).

The institution is made up of four pillars that cover different bodies and sectors. The first pillar is formed by the Superior Bodies, responsible for defining the institution's general policies and guidelines, including the Superior Council and the College of Directors (CONSUP). The second is the Executive Body, responsible for the management and execution of policies defined by the Superior Bodies, composed of the Rector's Office, five Pro-Rectories, Systemic Directorates, Campos dos Goytacazes Innovation Hub, Reference Center and Sectional Bodies. The third is made up of the Advisory Bodies, which evaluate and improve the institution's policies and actions, such as the Teaching, Research, Extension and Innovation Council (CENPEI), the Permanent Commission for Teaching Personnel (CPPD), the Internal Supervision Commission of the Career of Administrative Technicians in Education (CIS/-PCCTAE), the Permanent Document Assessment Committee (CPAD) and the Own Assessment Committee (CPA). The fourth and final pillar is formed by the Campuses or Administrative Units, where academic and administrative activities take place.

During the territorialization movement, IFFluminense expanded to 12 municipalities in the state of Rio de Janeiro (Figure 2), with a wide range of courses (Table 1). Its structure is

made up of 12 campuses, an Innovation Hub, two Reference Centers for Technology, Information and Communication in Education, in addition to the Administrative Center, where the Rectorate operates, located in Campos dos Goytacazes/RJ.

Figure 2 – Location of IFFluminense campuses



Source: IFF (2022b).

Table 1 – List of courses offered at IFFluminense units

CAMPUS	TECHNICIAN				GRADUATION		
	EMI*	Conc.	PROEJA	Subs.	Technologist	Graduation	Bachelor degree
Avançado Cambuci	02	01	00	00	00	00	00
Avançado Maricá	02	00	00	00	00	00	00
Avançado SJB**	02	01	00	01	00	00	00
Bom Jesus	05	04	00	00	00	00	02
Cabo Frio	03	03	00	01	02	03	01
Campos Centro	06	08	01	01	01	06	07
Campos Guarus	04	00	02	03	00	01	02
Itaboraí	00	00	00	00	00	00	00
Itaperuna	05	03	01	01	00	01	02
Macaé	05	00	01	03	00	01	02
Quissamã	03	01	00	01	00	00	00
São Antônio de Pádua	03	03	00	01	00	00	01
TOTAL	39	22	05	13	03	12	17

Caption: EMI* – Secondary Education integrated with Professional Education; SJB** – São João da Barra
 Source: Prepared by the authors

The principle of verticalization applied to the curricular organization of IFFluminense implies the recognition of flows that allow the creation of training itineraries between different courses. This is complemented by transversality, which contributes to the uniqueness of the

curricular structure offered. Knowledge in an integrated and verticalized way requires an attitude that goes beyond the hegemonic disciplinary model: it means thinking about an education professional capable of developing reflective and creative work and promoting contextualized didactic transpositions that allow the construction of students' autonomy (PACHECO, 2011).

It is understood that the establishment of integrated secondary education, from a polytechnic perspective, is essential to bring education closer to the ideal situation, in which work is an educational principle and research is a pedagogical practice. This approach is fundamental to achieving the objectives of training reflective and creative professionals, and must be pursued gradually. Furthermore, the National Program for the Integration of Professional Education with Basic Education in the Youth and Adult Education Modality (Proeja) is an important part of this policy, due to its inclusive potential and for helping to reintegrate young adults and adults into the educational environment (PACHECO, 2011).

Higher Education, in turn, is based on a training concept that encompasses the human, political, cultural, scientific, technical, technological, artistic and aesthetic aspects, with a view to developing autonomous, critical and creative subjects, capable of acting in a responsible, transformative and cooperative way in the different areas of personal and professional life (IFF, 2018).

In addition to the aforementioned offers, IFFluminense offers initial and continuing training or professional qualification, conceived as a specific EPT educational offer, which favors the qualification, requalification and professional development of workers at the most varied levels of education and training. The offer also occurs through qualification in short-term initial and continuing training courses for knowledge recognition and professional certification processes; or through the offer based on Training Itineraries by professional axis, providing for the use of everything from studies and work experiences to the consolidation of secondary level technical training linked to High School in the EJA modality (IFF, 2018). The multiplicity of proposals is guided by the demand of subjects served by the institutions, their interest groups and their educational and professional profiles.

As mentioned, the guidelines that guide actions for access, retention and success of IFFluminense students are presented in two main documents: the PDI (IFF, 2018), which includes the PPI, and the PEPE (IFF, 2017a).

The PDI (IFF, 2018) is a management instrument that portrays the identity of the institution with regard to the work philosophy, mission, political pedagogical project, strategies

to achieve its goals and objectives, course offering plan and vacancies, infrastructure, organizational, administrative and budgetary structure, student services, distance education (EaD), as well as the evaluation and monitoring of institutional development.

The PPI (IFF, 2018), in turn, is a theoretical and methodological reference instrument for guiding educational reflections and actions, being fundamental for the articulation between education, science and technology, integrated into the teaching, research and extension. The document aims to ensure the quality of pedagogical actions, suited mainly to the demands of students at greater risk of dropping out and failing in the learning process. “Inclusion also occurs through success, by evaluating the expectations of the incoming public and enabling the achievement of their objectives linked to the training process” (IFF, 2018, p. 2, our translation).

PEPE, on the other hand, is the document that guides the definition of policies and the implementation of the institution's administrative and pedagogical actions that contribute to the retention and success of students at all levels and modalities of educational provision. It was approved by CONSUP, through Resolution No. 23, of October 6, 2017 (IFF, 2017a). Its objective necessarily concerns a change in IFFluminense's perspective – with progressive rooting and capillarity of operational concepts aimed at lasting over time – regarding the issue of planning and implementing actions based on the adopted principles. The central idea is to break with the paradigm, whose focus is to work with school dropout and failure (IFF, 2017a).

Analysis and discussion

As a duty of the State and the family, the right to education must be consolidated in promoting the full development of the person, preparing them for the exercise of citizenship and qualifying them for work (BRASIL, 1988). Thus, both the Federal Constitution, in its article 206, and the LDB (BRASIL, 1996), in its article 3, indicate equal conditions for access and permanence in school, the guarantee of quality standards and the link between school education, work and social practices as fundamental principles. However, for the educational process to occur effectively, it is not enough to admit education as a fundamental right, it is necessary to implement and provide actions that allow the guarantee of this right.

In this sense, with regard to issues related to students' access to IFFluminense, the organization of selection processes is not limited to qualifying tests. As long as they are approved by their own collegiate bodies, other selection possibilities are considered in the preparation of pedagogical projects, depending on the characteristics and objective of the

course, in addition to its target audience, giving students better conditions of equality (IFF, 2018). Furthermore, to reach a larger audience, the IFFluminense Institutional Communication Office diversified the means of communication used, with the aim of disseminating relevant information about the process of joining the institution (IFF, 2021).

Of the total number of places offered, IFFluminense reserves a minimum quota of 50% per course and shift for students who have fully completed Elementary School (entrances to secondary technical courses) or High School (entrances to undergraduate courses) in institutions public education, subject to the following conditions: at least 50% of places reserved for students with a gross family income equal to or less than 1.5 minimum wages per capita; proportion of vacancies at least equal to the sum of black, brown and indigenous people, and PwD in the population of the Federation unit where the institution offers vacancies, according to the latest demographic census released by IBGE (2010). Between the *lato sensu* and *stricto sensu* postgraduate courses/programs, a minimum of 20% of the total vacancies is reserved for self-declared black candidates and brown, and 5% for indigenous people (IFF, 2022a).

Such affirmative actions brought with them new challenges and responsibilities to guarantee conditions of equal opportunities, permanence and success. Therefore, in addition to access democratization policies, it was also necessary to place greater emphasis on issues related to student retention. In this sense, having recognized that the perspective of evasion configures quantitative aspects related to the school flow and that it focuses on the deficits that cause it, IFFluminense understands permanence as a temporal function that processes academic and social mobilization and demobilization (CARMO, 2021).

Permanence as a duration of the student's academic career envisages the transformation of the student into a subject in the process of knowledge construction (CHARLOT, 2000), therefore, it is also worth emphasizing the role of the institution as a catalyst for this transformation. A catalyst is understood as the one that makes the reaction happen, that triggers a process, welcoming, offering a good school climate, bringing opportunities and creating dignified and efficient conditions for the teaching-learning process (IFF, 2017a). This process is related to procedural aspects, which involve student experiences, political, social and educational relationships between peers, students and teachers, the institution's technical-administrative staff and the community.

IFFluminense, in its strategic planning (IFF, 2020b), assumes, in terms of infrastructure, the commitment to contribute to successful permanence through the Student Assistance Program (PROAES). The Program consists of guidelines that guide assistance actions and the

social and academic monitoring of students, established through CONSUP Resolution No. 39, of March 11, 2016 (IFF, 2016). PROAES has a multidisciplinary team, consisting of a Social Assistant, Psychologist, Nutritionist, Pedagogue /Administrative Technician in Education (TAE) and a server with an administrative function to effectively monitor students regarding the articulation of interdisciplinary actions that they aim to improve teaching-learning processes, improve the student's socioeconomic, psychosocial, nutritional and health conditions, inclusion and full training, enabling them to remain qualified and be successful in their academic career (IFF, 2018).

PROAES provides, under socioeconomic criteria, assistance for transportation, student housing and food, scholarships for students with specific educational needs, permanence scholarships, monthly quotas for xeroxing and digital inclusion. The need to expand student assistance in the area of food was also noted. To this end, in conjunction with the Infrastructure Directorate (DINFRA) and Institutional Development Directorate (DDI), student restaurants were completed in 2021, covering *campuses* that do not yet have them and *campuses* that, despite having a structure, do not were able to satisfactorily meet demand (IFF, 2021).

It is worth mentioning that student assistance services and actions are not only aimed at students with vulnerable characteristics, since an important part of students also enter due to broad competition (IFF, 2021). Thus, in addition to the social benefits, such as the scholarships and aid mentioned, IFFluminense offers other types of support that are not conditioned to socioeconomic criteria, and are provided for in specific notices, such as monitoring scholarship, tutoring scholarship, Scientific Initiation scholarship Junior (ICJ) and Initiation in Technological Development and Innovation (PIBITI), extension scholarship, Art and Culture scholarship, Athlete scholarship, Development and Technological Support scholarship, and assistance for participation in events and technical visits.

It should be noted that, although the institution does not aim to mitigate the factors in their individuality, even those factors considered individual to the students do not exempt the institution from the responsibility of accompanying and supporting them in different situations throughout their educational trajectory (IFF, 2017a). Therefore, in order to contribute to the learning and development of students, teachers allocate part of their workload to provide explanations about the activities carried out in the classroom. For students integrated into the Center for Assistance to People with Specific Educational Needs (NAPNEE), in particular, specific hours are reserved for Specialized Educational Assistance (AEE) (IFF, 2018).

In addition to the classroom, IFFluminense provides a diversity of experiences with potential impact on students' training. Among the activities developed, the academic integration week, teaching, research, extension and innovation projects, artistic-cultural activities, sports activities, monitoring activities, academic mobility (internationalization), participation in centers, carrying out non-mandatory supervised internships, and participating in language center courses. In conjunction with the Coordination for the Improvement of Higher Education Personnel (CAPES), undergraduate and private students also have the opportunity to participate in the Pedagogical Residency Program, the Institutional Teaching Initiation Scholarship Program (Pibid) and the Tutorial Education Program (PET).

Academic Integration Week, which takes place on the IFFluminense campuses *at* the beginning of each term school, presents itself as an important action to strengthen student retention. During the event, newly admitted students have the opportunity to visit academic spaces, such as the library, laboratories and classrooms, obtain information about the policies offered by the *campus*, and participate in cultural programs, aimed at ambiance, bonding, and as well as integration with the entire community. Furthermore, in contact with the course coordination, internal regulations are presented, explaining to newcomers not only the curricular and pedagogical organization of the course, but also information about the academic processes and the evaluation system.

Teaching Projects are activities that aim to reflect on and improve the teaching and learning processes of courses/areas, as well as stimulating the exchange of students and teachers from different courses and levels of education through multi, inter and /or transdisciplinary, at the institutional level. They are characterized by the development of complementary and in-depth activities to the course curriculum, under the responsibility and guidance of a teacher or administrative technician in education, and are aimed at the IFFluminense academic community, and can be developed in a multi-campus manner (IFF, 2018). Therefore, teaching projects contribute to improving and improving the quality of courses aiming at the development of students and their preparation to meet the requirements of the society where they live and act as an agent of social transformation.

The Extension Projects developed within the scope of IFFluminense present themselves as an educational, cultural, political, social, scientific and technological process, which promotes dialogical and transformative interaction, which defends the importance of the relationship between institutions, students and society, taking into account its territoriality. Extension projects are offered annually by notice with specific objectives and a determined

execution period, and may or may not be linked to a program, taking into account the different thematic areas adopted. The extension is based on the transformative school-society exchange, in conjunction with teaching and research, acting with a view to impacting the students' training process (IFF, 2020b).

As for research projects, IFFluminense adopts a pedagogical approach as an enabling agent for human emancipation, enabling students to produce new knowledge, understand their reality and build and strengthen their autonomy. Promotion through research projects takes place as a daily practice among students and teachers, being a reflective and investigative activity that involves theoretical and empirical knowledge about different themes, impacting the subject's educational and training process. At IFFluminense, the act of research is based on two principles: the scientific principle, which is consolidated in the construction of science, and the educational principle, which concerns the questioning attitude towards reality.

Innovation, from the pedagogical perspective of IFFluminense, can bring together the most diverse ways of using new materials or technologies through the use of new educational strategies or practices, interventions in the curriculum and changing paradigms, the execution of pilot projects, the development of curricula that use pedagogical principles that promote creativity and inseparability between teaching, research and extension, the dissemination of innovative practices and projects, the promotion of awareness-raising actions regarding the importance of innovation for institutional development and publications of innovative projects, among other possibilities (IFF, 2018).

Annually, IFFluminense also holds the Intercampi Games (JINIFF) with the aim of encouraging sports practice, democratizing student sports participation among all campuses, cooperation and interaction between students, requiring a minimum structure that allows sports practice in each one of them. The practice of activities and participation in cultural and sporting projects are understood as part of the humanistic, integral and civic education that the institution proposes to offer to students, corroborating what was established in the mission and values in the institution's PDI (IFF, 2018).

Another important action that IFFluminense develops is internationalization, through academic collaboration agreements, curriculum internationalization, mobility, invitations to foreign professors to carry out academic activities at the institution, offering massive open online courses (MOOC), possibilities for virtual mobility, joint and/or double degree programs, offering joint degrees or double degrees. In addition, there is internationalization action aimed at implementing a language policy established at the Language Center specialized in teaching

languages, both for students from the internal community and the external community (IFF, 2018).

The non-mandatory curricular internship, classified as an extension action, comprises the activities of prospecting internship/employment opportunities and the pedagogical and administrative implementation within or outside the institution. Practice articulates the relationship between theory and practice, enabling students to transpose the knowledge constructed and acquired throughout the course. Therefore, IFFluminense seeks partnerships to conclude agreements regarding the provision of vacancies, as well as to encourage actions to expand and improve opportunities, strengthening its training aspect and contributing to broader and more qualified training (IFF, 2020a).

The Pedagogical Residency Program is one of the actions that are part of the National Teacher Training Policy and aims to induce the improvement of practical training in undergraduate courses, promoting the immersion of undergraduate students in the basic education school, from the second half of your course. Pibid, on the other hand, was created with the purpose of valuing teaching and supporting students in internship experiences. PET activities aim to provide students with the opportunity to expand the range of experience in their academic and civic training. Its composition involves a group of scholarship students linked to an undergraduate course who develop the actions, guided by a tutor (IFF, 2023).

The dialogue with the Management Report (RG), in order to include the monitoring of the results obtained, the evaluation of the goals established in the strategic planning and the actions developed by the institution, the presentation of reports to the community and councils, are activities planned for monitoring indicators and intervention actions, in order to guarantee their own sustainability.

Final remarks

This work, based on a documentary review, of an exploratory and qualitative nature (GIL, 2019), analyzes the guidelines that guide the access, retention and success actions of IFFluminense students. The PDI was listed, as well as the PPI, which guide the application of educational policies and practices, respectively, and PEPE, which establishes policies and actions to expand possibilities as an institutional policy necessary to improve educational quality. Such documents, which are part of the institutional nature, present political-

pedagogical intervention options focused on inclusion, in order to contribute to a more fair, democratic, egalitarian and sustainable society.

IFFluminense 's political-pedagogical proposal is centered on the perspective that takes permanence as one of the main intervention mechanisms, seeking to adapt concepts, actions and policies that increase the quality of education. The movement that establishes this vision reflects the institution's commitment, from the perspective of comprehensive training, with the inclusion of students in EPT. The guidelines for the development of IFFluminense's educational policies constitute the basis for discussions on curricula and other intersectoral policies that allow universalizing not only access, but the conditions for students' permanence and success.

Among the institution's main actions, the different types of support offered by PROAES stand out, as well as the variety of educational practices with potential impact on student training. Among the types of support, pedagogical and assistance stand out, which provide professional help and financial assistance. Among the educational practices planned, the academic integration week, teaching, research, extension and innovation projects stand out, as well as artistic-cultural, sports, monitoring activities, international academic mobility, integration into centers, carrying out supervised internships non-compulsory courses and courses at the language center that complement students' training, in addition to specific programs aimed at students on teacher training courses.

The implementation of institutional policy in light of the social conditions of the new times imposed in the post-pandemic scenario requires a reassessment of goals, indicators and strategies, paying close attention to their resizing. It is necessary not only to reestablish and strengthen institutional dynamics, but to implement actions that meet the challenges of a society that is continually changing. However, such changes require greater attention to institutional assessment systems, which still place little emphasis on the procedural aspects of the students' experience.

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