

**THE INSTITUTO FEDERAL DE EDUCAÇÃO, CIÊNCIA E TECNOLOGIA DO
ESPÍRITO SANTO AND POLICIES TO COMPLY WITH ESCAPE IN
UNDERGRADUATE COURSES**

***O INSTITUTO FEDERAL DE EDUCAÇÃO, CIÊNCIA E TECNOLOGIA DO ESPÍRITO
SANTO E AS POLÍTICAS DE ENFRENTAMENTO DE EVASÃO EM CURSOS DE
LICENCIATURAS***

***EL INSTITUTO FEDERAL DE EDUCACIÓN, CIENCIA E TECNOLOGIA DO
ESPÍRITO SANTO Y LAS POLÍTICAS PARA CUMPLIR CON ESCAPE EN CARRERAS
DE GRADO***

Caroline Araujo Costa NARDOTO¹
Kalline Pereira AROEIRA²
Aldieris Braz Amorim CAPRINI³

ABSTRACT: The work addresses dropout in the degree as a public problem that challenges public policies and educational managers to create proposals that enable students to remain and succeed. In order to do so, we analyzed the occurrence of dropout and permanence phenomena in the context of undergraduate courses at the Instituto Federal do Espírito Santo (Ifes). The study has a qualitative character and we chose in this text to explore the discussion and dialogue with the research participants through virtual interviews. Data interpretation was performed using the “content analysis” technique. The collected data were analyzed and discussed from a theoretical framework guided to think about university higher education, teaching at this level of education and teacher training, understanding the teacher as a transformative, critical and reflective intellectual and in contributions on the possibilities for student permanence in Higher Education from the perspective of student integration.

KEYWORDS: Evasion. Permanence. Teacher training. Graduation. Public policy.

RESUMO: O trabalho aborda a evasão na licenciatura como um problema público que desafia as políticas públicas e os gestores educacionais para a criação de propostas que possibilitem a permanência e o êxito dos estudantes. Para tanto, analisamos a ocorrência dos fenômenos da evasão e da permanência no contexto dos cursos de licenciatura do Instituto Federal do Espírito Santo (Ifes). O estudo tem caráter qualitativo e optamos neste texto em explorar a discussão e o diálogo com os participantes da pesquisa por meio de entrevistas virtuais. A interpretação dos dados foi realizada a partir da técnica da “análise de conteúdo”. Os dados coletados foram analisados e discutidos a partir de referencial teórico pautado para pensar o

¹ Federal Institute of Espírito Santo (IFES), Vitória – ES – Brazil. Pedagogue, Teaching Pro-Rector. Master in Education. ORCID: <https://orcid.org/0000-0002-8417-7297>. E-mail: carolinearaujoc@gmail.com

² Federal University of Espírito Santo (UFES), Vitória – ES – Brazil Associate Professor at the Center for Education and the Graduate Program in Education (PPGE/UFES). PhD in Education. ORCID: <https://orcid.org/0000-0002-5893-539X>. E-mail: aroeiraka@hotmail.com

³ Federal Institute of Espírito Santo (IFES), Vitória – ES – Brazil. Professor. Graduate Program in Humanities Teaching. PhD in Education. ORCID: <https://orcid.org/0000-0003-0431-4691>. E-mail: aldieris@hotmail.com

Ensino Superior universitário, a docência nesse nível de ensino e a formação de professores, entendendo o professor como um intelectual transformador, crítico e reflexivo e em contribuições sobre as possibilidades para permanência estudantil no Ensino Superior na perspectiva da integração do estudante.

PALAVRAS-CHAVE: *Evasão. Permanência. Formação de professores. Licenciatura. Políticas públicas.*

RESUMEN: *El trabajo aborda la deserción en la carrera como un problema público que desafía a las políticas públicas y gestores educativos a generar propuestas que permitan a los estudiantes permanecer y triunfar. Para ello, analizamos la ocurrencia de fenómenos de deserción y permanencia en el contexto de cursos de graduación en el Instituto Federal do Espírito Santo (Ifes). El estudio tiene un carácter cualitativo y optamos en este texto por explorar la discusión y el diálogo con los participantes de la investigación a través de entrevistas virtuales. La interpretación de los datos se realizó mediante la técnica de “análisis de contenido”. Los datos recolectados fueron analizados y discutidos a partir de un marco teórico orientado a pensar la educación superior universitaria, la docencia en este nivel de enseñanza y la formación docente, entendiendo al docente como un ser transformador, crítico y reflexivo y en aportes sobre las posibilidades de permanencia de los estudiantes en la Educación Superior. La educación desde la perspectiva de la integración de los estudiantes.*

PALABRAS CLAVE: *Evasión. Restos. Formación de profesores. Graduación. Política pública.*

Introduction

Student dropout has been recognized, at the international level, as a public problem (BERNARD, 2017), due to the impacts caused not only for individuals, but for educational institutions and society in general, since the losses of students who start but do not finish their courses generate social, academic and economic waste, which in the public sector consist of resources invested with teachers, employees, equipment and physical space without proper return (SILVA FILHO *et al.*, 2007).

At the Federal Institutes of Education, Science and Technology (Federal Institutes), created by Law 11,892 of 2008, this occurrence is aggravated by historically recent institutions, which have undergone wide expansion and offer education at various levels and modalities (from initial and continuing education courses to undergraduate and graduate courses), presenting multicurricular and multicampi educational proposals aimed at a diverse and heterogeneous audience (DORE; SALES; CASTRO, 2014).

The Federal Institute of Education, Science and Technology of Espírito Santo (Ifes) is an institution of Higher Education, basic and professional, pluricurricular, multicampi and

decentralized, specialized in the provision of professional and technological education in the different modalities of teaching; with technical courses, undergraduate, graduate and Initial and Continuing Education (FIC), composed of 21 *campuses*, 01 Reference Center in Distance and the Rectory. In 2022 (two thousand and twenty-two) the Institution has 63 (sixty-three) undergraduate courses, and 18 (eighteen) undergraduate courses, of these 01 (one) pedagogical complementation course. In addition to *lato sensu* and *stricto sensu* courses, especially teacher training.

Institutes must allocate at least 20% (twenty percent) of their vacancies for teacher training courses for Basic Education and vocational education, in undergraduate courses, as well as special pedagogical training programs, especially in the areas of science and mathematics (BRASIL, 2008).

In this article we analyze the occurrence of the phenomena of evasion and permanence in the context of undergraduate courses of the Federal Institute of Espírito Santo (Ifes). To this end, we consider the dialogue with coordinators of the participating courses and with pedagogues/technicians in reference educational subjects for the courses of the Federal Institute of Espírito Santo *of the campuses* of the Metropolitan Region of Greater Vitória.

We organized this article into five sections: the first - this introduction, in which we explain the objective of the article and the context in which the presented study was produced; the second - we discuss the contributions of the academic community in relation to the theme researched; the third - characteristics and the methodological design of the study; the fourth - we present the discussion with the field research data; and the last section, we made some final considerations.

Theoretical framework

The theoretical discussion is based, at the first moment, on the foundation that we use to think about university higher education, teaching at this level of teaching and teacher education, understanding the teacher as a transforming, critical and reflective intellectual. In the second moment, we present contributions on the possibilities for student permanence in higher education from the perspective of student integration.

First, it is up to us to delimit that we defend the university as an educational social institution "[...] whose purpose is the permanent exercise of criticism, which is based on research, teaching and extension" (PIMENTA; ANASTASIOU, 2014, p. 161-162, our translation). In the meantime, the production of knowledge in university higher education "[...]

it occurs through the problematization of the historically produced knowledge, its results in the construction of human society and the new demands and challenges it presents" (PIMENTA; ANASTASIOU, 2014, p. 162, our translation).

To account for this complexity, we start from the understanding that the teaching practiced in it must take place as a social practice, a complex phenomenon, multifaceted and in a situation that constitutes a "[...] process of search, scientific construction and criticism of the knowledge produced" (PIMENTA; ANASTASIOU, 2014, p. 164, our translation) and which has, among other attributions, the teaching of the specific professional field in a critical way, in its connection with the social and historical production of society; the development of critical capacity and the conduction to the autonomy of the student, of which a traditional teaching and learning process, centered on the transmission by the teacher, resulting from a vision of learning by assimilation does not account (PIMENTA; ANASTASIOU, 2014).

Defending the university as an educational social institution that aims at the permanent exercise of criticism and starting from the understanding that the desired teaching to achieve this purpose meets the process of "teaching" defended by Anastasiou (2015), in a search to develop/improve the student's critical capacity and lead him to autonomy, we have that the action of teacher mediation becomes fundamental. Mediation is that this process can only be taken into account if the teaching professional who performs it from a critical, competent and reflective performance (PIMENTA; ANASTASIOU, 2014). In the meantime, what kind of training do we advocate for higher education teachers and teachers in initial education? How can this training contribute to the permanence and success of undergraduate students?

According to Pimenta e Almeida (2014), the new social demands placed for teacher education result in the need for profound renewal in the context of the classroom and in the methodologies of university Higher Education. The authors also consider that the classical didactic approaches, centered on the teacher's class and performance, which we understand strongly contribute to student evasion (GERBA, 2014; LIMA; MACHADO, 2014; MEC, 1996), have been giving space in to teaching modes interested in the training of autonomous students, which requires new ways of planning and executing the teaching-learning process.

Finally, in view of the discussions established here, we learn that reflection in the process of teacher education collaborates with the "make-think" of the teacher's daily life, overcoming the identity of reflective teachers, centered on individual practices, for that of transforming, critical and reflective intellectuals, concerned with processes of humanization and reduction of social inequalities (GIROUX, 1997; GHEDIN, 2006; PIMENTA, 2006), this

is the formation in which we believe to achieve an emancipatory project, committed to social, economic, political and social democratization, that is fair and egalitarian (PIMENTA, 2006).

After these analyses, we present in this second moment possibilities for the permanence of students from the classical studies of Vincent Tinto (1975, 1999, 2012).

In general, in his analysis of the proposed scheme, Tinto (1975) concludes that it is the interaction between the individual's commitment to the goal of completing his course and his commitment to the institution that determines whether or not he decides to leave the institution and the form of abandonment behavior to be adopted (voluntary or forced). Thus, the higher the degree of integration of the individual in the systems (social and academic), the greater his commitment to the specific institution and with the objective of completing the program.

According to the characteristics presented, the model presented by Tinto can be described as behavioral, predictive and longitudinal, because it considers an analysis of the process at different times over time. By trying to explain the interaction between individuals and higher education institutions, seeking the positive integration of students, the Tinto model is also seen as an integration model, or as a retention model (KAMPFF; MENTGES; PETRARCA, 2018), in order to retain the student in the institution.

In this sense, it considers that four institutional conditions stand out as favorable to retention (permanence): informative counseling, support, involvement and learning. First, it understands that students are more likely to persist and graduate into contexts that provide clear and consistent information about institutional requirements. According to institutions that provide academic, social and personal support, they encourage persistence. Third, students are more likely to remain in institutions that involve and value them. Fourth, clearly the most important condition that promotes student retention is learning (TINTO, 1999). Thus, it considers that institutions that are successful in the construction of their educational environments are institutions that can retain their students.

Simply put, active engagement seems to be the key. For Tinto (1999), at no time does this integration matter more than during the first year of the courses, when the links of students with the institution are tenuous.

Tinto (1999) understands that the main locus of this integration work should be the classroom. This understanding considers that most of the students of higher education work and travel extensively to reach the institution; many attend the institution part-time and have significant obligations outside of it that limit the time they can spend on campus. Thus, for most of them, the classroom may be the only place where they meet faculty members and colleagues, the only place where they participate in the curriculum.

In short, it concludes that if an institution really wishes to give importance to the retention (permanence) and promotion (success) of all, and not just some students, it is essential to ensure an organizational environment in which collaboration between the institution's professionals and students is enhanced and in which the first year of the course is a year of inclusion that aims to promote the ideal in which everyone has a voice (and time) in the construction of the knowledge (TINTO, 1999).

Tinto (2012) is emphatic in saying that the source of an institution's success, such as a student's success, is its ability to learn and improve over time. It states that effective institutions employ evidence of students' experiences and results in their decision-making. They evaluate their actions and policies, modify them, when necessary, align them carefully to the same end, and invest long-term resources to achieve this goal.

The author (2012) also reinforces that as enrollment in general grows, so does the number of economically disadvantaged students attending higher education institutions. And it problematizes that, despite the gains in access, the difference between high- and low-income students at the conclusion of the courses remains, being one of the reasons for the differences in academic skills necessary to succeed, due to the characteristics of their previous studies. Assuming that "unsupported access is not an opportunity", he understands that this problem requires the states and the federal government to have substantial and continuous investment in the reform of higher education and institutions to provide adequate support for students to succeed. And in this sense, they should provide faculty and staff with the necessary support to effectively respond to the academic needs of their students.

Even when a student's experiences within an institution are entirely satisfactory, external forces can lead to abandonment. It understands that this reality is more frequent in institutions that serve a large number of students who move, work or attend part-time, particularly those with lower income, as we observed to be the case of many undergraduate students of the Network.

Thus, for Tinto (2012), an institution that intends to take retention (permanence) seriously should take this issue as the main one in the organization of its activities, going beyond the provisions of complementary services, as had already been highlighting in its previous work. It argues that it should also align the actions of its various units, in order to work in the same direction: for the success of students, especially during the first year of the courses. And that success, he notes, doesn't come by chance. It is the result of intentional, structured and proactive actions and policies, directed to the actions of all its members: students, teachers and other employees, and not only of responses to specific problems.

Methodology

This article refers to a qualitative study, which answers particular questions, loaded with meanings and intentions, at a level of reality that cannot be quantified (MINAYO, 1994). Thus, we do not seek to confirm previously constructed theories, but to construct them as the data were collected and compiled (BOGDAN; BIKLEN, 1994).

We take into account a framework of theoretical references concerned with critical reflection on teacher education, the phenomenon of dropout and possibilities for student permanence in the context of undergraduate courses. We agree with Lima and Machado (2014), that studying evasion and proposing strategies to face it is a matter of valuing the money that is applied in education, and also of the investment of the citizen who wants to do a higher education and who, for different reasons, often fails to complete it. Therefore, the avoidance/permanence binomial can be understood as a unit,

[...] since the vulnerability factors for the interruption of studies are related to evasion, while the strategies of overcoming, supporting and preventing are linked to the concept of permanence. Thus, when analyzing them under the systemic paradigm, the dialogical aspect of the binomial is revealed as an opposition of terms that constitute a single unit of analysis (SCHMITT, 2014, p. 3, our translation).

About the research scenario, it is limited to the scope of the Federal Institute of Espírito Santo, especially the campuses of the Metropolitan Region of Greater Vitória, context that had greater ease of access and where undergraduate courses are offered in the face-to-face modality: Cariacica campus - Degree in Physics; Vila Velha campus - Degree in Chemistry; and Vitória campus - Degrees in Letters - Portuguese Language and Mathematics. With this procedure, this selection allowed us to identify data from the realities of diverse areas of knowledge (Language, Mathematics and Nature Sciences).

Considering the size limits of this article, and the impossibility of bringing these systematizations in a single scientific essay, we chose this text to explore the discussion and dialogue with the research participants. With regard to these procedures, it is necessary to contextualize that due to the pandemic caused by the COVID virus 19 [1] it was necessary to adjust the instrument of field research, seeking proper sanitary and ethical care in the face of this challenging world reality.

To this end, we used virtual interviews, through *the online platform Zoom*, in 2020, with 4 (four) coordinators of the courses participating in the research and with 3 (three) pedagogues/technicians in educational subjects (TAEs) of reference for the courses, who after

invitation and clarification about the research voluntarily joined the study. To perform these procedures, ethical guidelines of the National Research Ethics Commission (Conep) and the national ethical standards required in Brazil were adopted. In addition, the following actions were carried out: theoretical research with theses and dissertations on the subject and documentary analysis through consultation of a database of specific information about the Federal Network.

The interpretation of the data was performed from the technique of "content analysis", a "set of techniques of analysis of communications" (BARDIN, 2016, p. 37), considering the functions presented by Minayo (1994) of verification of questions, that is, search for answers to the questions formulated and discovery of what is behind the manifest contents, going beyond the appearances of what is being communicated.

Analysis of results

Discussions on dropout in Ifes undergraduate courses were reinforced in relevance when we set out for analysis of some statistical indicators. Based on data for the base year 2019 and released in the first half of 2020 by Nilo Peçanha Platform (PNP), a virtual environment that is intended for the collection, treatment and publicization of official data of the Federal Network (MEC, 2018), we observed that Ifes presented an average annual dropout rate^[2] for face-to-face undergraduate courses of 16% (sixteen percent) that year, higher than the national average (13.9%), which conferred the 17th (seventeenth) position considering the highest dropout rates among 40 (forty) institutions that are components of the Federal Network (PNP, 2020).

Considering the indicators of "academic efficiency"^[3], statistics regarding dropout, retention and completion, by enrollment cycle ^[4], completed in 2018, the dropout rate reached 61% (sixty-one percent), in a context in which most students are in income ranges that characterize poorer populations (76%) and black students (60%) (PNP, 2020), which once again highlights the importance of policies for the permanence and success of these courses. From the analysis of the data of this Platform (PNP, 2020), we noticed that undergraduate courses have the worst rates of academic efficiency both considering the average of the Federal Network and ifes, which was about 23% (twenty-three percent), reaching only 11% (eleven percent) in the degree course in Portuguese language and 9% (nine percent) in the degree course in Mathematics of the Vitória campus.

In view of this, we tried to understand, in dialogue with the research participants, their ideas and reflections about evasion and investigate possibilities and strategies to encourage

student permanence, with guiding questions: the perception of evasion by the participants; the follow-up of the students' academic path; academic support; the integration of students with the institution, at the academic and social levels; and specific and systematized actions to promote student permanence.

As a premise for data analysis, we start from the understanding of evasion as a procedural, complex and multifactorial phenomenon (DORE; FINI; LUSCHER, 2013; DORE; SALES; CASTRO, 2014; FRITSCH; VITELLI, 2016; KAMPFF; MENTGES, PETRARCA, 2018; SCHIMITT, 2014), which deepens and is deepened by the social inequalities expressed by differences in income and access to social and economic goods (BERNARD, 2016; RUMBERGER; LIM, 2008).

As these are teacher training courses, it is important to situate that these professionals were understood as transformative, critical and reflective, understanding that reflection in the training process collaborates with the "do-think" of/in daily life, contributing to the formation of critical intellectuals, concerned with processes of humanization and reduction of social inequalities (GIROUX, 1997; GHEDIN, 2006; PIMENTA, 2006; PIMENTA, ANASTASIOU, 2014).

When we start to analyze the strategies that contribute to the permanence of students, we considered especially the possible actions to be carried out by educational institutions, betting on the perspective of Integration /Active Involvement of students with institutions at the academic and social levels, proposed by Vincent Tinto (1975, 1999, 2012), agreeing with his focus on the first years of the courses, centrality of the classroom and with the maxim that "unsupported access is not an opportunity" (TINTO, 2012).

With these assumptions, we proceed to the analysis of the collected data. Regarding the perception of evasion by the participants, it was possible to show that they have different understandings of the evasion – either as a procedural phenomenon, or as punctual, as the moment of the loss of the bond with the institution, characterized as "abandonment" of the course. In this research, we defend the conception of evasion as a process, in agreement with Bernard (2017) and Rumberger and Lim (2008), as opposed to the treatment of this phenomenon only as an event, since we understand that for its culmination it is necessary a temporal analysis of its multiple intervening factors (FRITSCH; VITELLI, 2016), considering that it occurs by a "complex of causes" that are not revealed through centered analysis only when the evasion materializes (DORE; FINI; LUSCHER, 2013).

This non-consensus was taken as an indication of the importance of deepening the approach of the theme in the institution studied, in order to deepen the discussions and produce

consensus on the conceptions to be adopted, since the lack of clarity hinders the understanding and analysis of the phenomenon and constitutes an obstacle to coping with the problem and obtaining more positive balances.

That said, as a temporal indicator and precursors of the evasion were signaled by the participants the repeated absences and distastes, plus indications such as the difficulties in monitoring the disciplines of the course; to reconcile the course with aspects of personal life, especially with work; and identification of the choice of course motivated by lack of option, generating predisposition to change course, being reported that these provisions are more remarkable in the first periods of the courses – which converges with the Tinto notations (1999) which, considering the perspective of integration, warns that in these periods the links of students with the institution are still tenuous.

These indicative complexes demonstrate the importance of monitoring the students' academic path in a systematized way, in which we highlight the survey of the causes of evasion in an institutionally organized way, preferably as an institutional policy. In the researched institution, it was noted that the work was carried out only in specific contexts, especially when requested by the Ministry of Education (MEC), which resulted in the "Report of the Plan of Permanence and Success" of 2016, after demand from the Federal Court of Auditors (TCU) (2012). On this occasion, divergent methodologies were used and the data were mostly presented without differentiation of course type – which indicates a lack of systematization at the institutional level that hinders work with the resulting data. Thus, we advocate the adoption of unique methodological parameters for the survey, analysis and presentation of results, since by adopting divergent measures, there is a risk of programming decontextualized and fragile actions that compromise the diagnosis and comparisons within the same institution.

As a way of seeking to meet this (minimal) need for data to support work in favor of the permanence and success of students, it was revealed, above all, work to survey the profile of freshmen through forms themselves by the professionals of the campuses; analysis of reports of the academic system; and mainly periodic meetings, especially collegiate meetings, as well as formal dialogues with teachers and students – which we consider part of the institution's daily work, valid, important initiatives that can also be systematized in an institutionalized policy to combat/prevent evasion and promote permanence.

Regarding the academic support provided to the students, it was observed that the campuses bet mainly on the project "Welcome" (moments of reception of students, especially freshmen, carried out independently by the campuses); individual and group attendances provided by sectors of support to teaching, such as pedagogical sector, social assistance,

psychological of the Centers for Support to People with Specific Needs (Napne), as well as by teachers and coordinators; moments of content reviews; monitoring them; different forms of tutoring (provided by students and provided by teachers); and, especially, the initiations to teaching, through the Pibid (Institutional Program of Teaching Initiation Scholarship) and the Pedagogical Residency program.

We understand that these strategies go towards the recognition of the needs and expectations of students and elects the teacher and student as active and critical subjects (ALMEIDA; TORRES, 2013), whose more detailed described potentialities are not possible to be systematized in the space/time of this scientific essay. Thus, it is up to us to defend that access to higher education courses without academic support is not inclusive and requires/depends on government investments, but also on institutional planning and actions. In undergraduate courses, actions and programs stand out with the objective of strengthening the teacher's identity, in an integrative perspective that is linked to their professional development (ALMEIDA; TORRES, 2013), since the evasion in these courses proved to be related to identity issues and professional devaluation.

Based on the research of Tinto (1975, 1999, 2012), we highlight in our research the importance of the integration and active involvement of the student with the institution to cope with the evasion, at the social and academic levels, since these studies indicate that it is more likely that students remain in institutions that involve and value them. In our research, welcoming activities were identified as potential strategies for this purpose; the spaces that enhance integration, with emphasis on academic centers; seminars and similar events; integration with other courses, such as postgraduate courses and integrative disciplines.

In addition, taking the classroom as a privileged space for the activities of informative counseling, academic support and integration with the institution (TINTO, 2012), we highlight the potential to provide space in the curriculum to: welcome students; know their trajectories and expectations, with the support of servers such as pedagogues / TAEs; work on issues related to the teaching profession; know the course, your project, your matrix; know the institution and the general organization of the campus; work on issues related to the organization and routine of studies; and work on introductory topics to the course.

In a statement, we inform that no specific projects were identified aimed at addressing the dropout/promotion of the permanence of students in these courses, but, according to the reports, actions that contributed to these purposes and that we seek to highlight in a substantiated way, in order to contribute to the activities of those who seek to independently develop strategies for student permanence and, especially, with those who have a place in

decision spaces, in "micro and macro" instances, for the development of policies to combat the evasion and promotion of permanence, even more essential after the pandemic period (COVID-19), in which a high dropout was announced at all levels/modalities of education.

Final considerations

The data of this study allow identifying the importance of intervention programs and policies in reality, relevant for the planning and monitoring of actions developed in institutions, contributing to decision-making regarding the processes of dropout and permanence of undergraduate students in higher education institutions.

We understand that the evasion and permanence of higher education students is a theme that needs to be placed on the "agenda" of the Brazilian political agenda, since we do not observe at the national level a Policy to combat evasion, such as those existing in many European countries (BERNARD, 2017) and in the United States (RUMBERGER; PLASMAN, 2018).

In this regard, in the context of the institutions that make up the Federal Network, we observed that the discussion on evasion was put on the agenda not from the proposition of a State Policy within the educational sphere, but from the audit (TCU, 2012) of an external control body – the Federal Court of Auditors.

We also emphasize, based on Lima and Machado (2014), that educational and academic policy efforts should not be guided only by attracting young people to undergraduate courses, but to provide conditions to keep them on the university course and contribute to the future to be able to remain in the profession, to account, in the words of Paz (2016), challenges that you will encounter in your exercise.

In this context, when dialoguing with the study participants about possibilities and actions to encourage the permanence of students in undergraduate courses of Ifes, we consider the analysis of the following categories: understandings of evasion by the participants; precursors of evasion; ways of surveying the causes of evasion; perceptions of avoidance in the course; monitoring the students' academic path; academic support; integration at the academic and social levels; and specific actions to promote permanence. As main considerations that collaborate in the reflection and formulation of public policies and institutional policies for the permanence and success of undergraduate newcomers, we highlight the following considerations:

Generally, repeated absences and distastes are precursors of students' evasion, plus indications such as: difficulties in monitoring the subjects of the course; to reconcile the course with aspects of personal life, especially with work; and identification of course choice motivated by lack of option, generating predisposition to change course;

Dropout is mainly concentrated in the first periods of undergraduate courses. As main procedures for monitoring the academic development of students, we record: survey of the profile of freshmen through their own form; analysis of reports of the academic system; and mainly periodic meetings, especially collegiate meetings, as well as formal dialogues with teachers and students;

Regarding the academic support provided to students, the following stand out: "Welcome" project for the reception of students, especially freshmen; individual and group services provided by the pedagogical sector, coordinators and teachers; social and psychological assistance; content reviews; monitoring; different forms of tutoring (provided by students and provided by teachers); and, with emphasis, initiation to teaching, through Pibid and the Pedagogical Residency program;

On the integration of students with the institution at the academic and social level, some of the potential strategies are: welcoming activities, emphasizing the importance of the participation of "veterans" in the activity and even in their organization; the spaces that enhance integration, with emphasis on academic centers; seminars, "weeks" of courses and similar events; integration with master's courses, as through participation in moments of dissertation defenses; and attempt to resume curricular discipline in order to integrate the other disciplines.

So, we reiterate that public policies of permanence and coping with evasion, institutional proposals for monitoring undergraduate students, collaborate in the promotion of conditions that enable the completion of undergraduate courses and are necessary actions and formulations, especially considering the field of challenges to permanence, largely coming from the expansion of higher education in Brazil.

Finally, we highlight the power of qualitative research that dialogues with undergraduate students, seeking to understand other variables that may relate to the aspects presented here, which complement discussions about possibilities and needs related to public policies for the permanence and success of undergraduate students.

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