


## Promoting success in integrated secondary education: Guidelines for monitoring students

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### ABSTRACT

The research aimed to build a Pedagogical Form for Student Diagnosis and Monitoring, as well as to establish a profile of the graduating student and identify the aspects that contribute to the permanence and success of students in High School Integrated to Professional Education. The locus was the Uruaçu Campus of the Federal Institute of Education, Science and Technology of Goiás. It was based on a literature review on school failure and success and the application of questionnaires to the graduating students, parents, teachers, and technicians in 2017. The case study was adopted as a research strategy and the qualitative and quantitative procedures were adopted using the inductive approach. From there, the construction and application of the Pedagogical Form for Student Diagnosis and Monitoring took place, through a web system, in the incoming classes of 2018. The results of the data collection were organized, disseminated, and discussed in the Class Council meetings and used by the Student Pedagogical Support team for the monitoring of students and classes.

**Keywords:** Permanence and success, Integrated High School, Student accompaniment.

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## INTRODUCTION

The research<sup>5</sup> developed sought to work with the following objectives: General: to create an electronic pedagogical form for the diagnosis and follow-up of the student entering the Professional Education Integrated to High School, based on the identified elements that contribute to the permanence and success of the student in the course, in order to provide subsidies for the choice of appropriate interventions that will prevent their abandonment or failure. Specific: a) to highlight the paths of success, through the survey of the common aspects among the young people who enter, remain and complete the Technical Professional Education integrated with High School; b) provide mechanisms for pedagogical and social monitoring of students from their entry into the educational institution; c) subsidize the work of teachers, pedagogical teams and parents regarding strategies to encourage student permanence and success.

Studies have shown that strategies for identifying the reasons and causes of school dropout and failure are late and, in most cases, identified only after the student has dropped out of the course. According to Dore and Luscher (2011), "in the analysis of dropout, the explanation that dropout is a complex, dynamic and cumulative process of student disengagement from school life stands out. The student's departure from school is only the final stage of this process" (p. 777).

Often, only cases in which students stop attending the classroom are considered to be dropouts, disregarding other situations in which the student leaves school. For example: the student of a course who dismisses and returns to study other courses through transfers, as happens in the middle technical professional education, may not be included in the dropout situation. But his case can be seen as an act of abandonment, since he stopped attending classes during the school year. (SILVA FILHO; ARAÚJO, 2017, p. 40).

Thus, it is essential to obtain faster and more objective information about the students, which would be preponderant for the design of strategies that can contribute to their permanence and completion of the intended course. As the use of electronic tools in educational practices and educational research is a reality that should not be ignored, as they make it possible to streamline the execution from the perspective of effectiveness, we justify the proposition of the construction and application of the Electronic Pedagogical Form, based on the data resulting from the proposed study, as a tool for diagnosis and monitoring of students.

In this context, it was necessary to seek answers to questions such as: Does the educational institution meet the expectations and needs of the student at this stage of the educational process? Even with the adversities, what are the common characteristics among the students of IFG Campus Uruaçu who persist and advance in their schooling? What is the view of the students themselves, parents or guardians, teachers and coaches about the factors of failure or success? Are there effective

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mechanisms or instruments in the diagnosis and follow-up of the student that make it possible to choose the best interventions?

High School Integrated with Professional Education is a modality of education that, in Brazil, is offered by certain public and private institutions and occurs based on specific principles and laws. Among the offering institutions, the Federal Network of Scientific and Technological Education – Federal Network, through the Federal Institutes of Education, Science and Technology (IFs), is specialized in the provision of Professional and Technological Education – EPT – in different modalities, allocating at least 50% of its vacancies to technical courses at the secondary level, primarily in the integrated form, for elementary school graduates and for the public of youth and adult education.

At the Federal Institute of Goiás – IFG –, Integrated High School (EMI) is offered in the following forms: Regular Integrated, with a duration of 4 years; Integrated full-time, with a duration of 3 years; and Integrated in the Youth and Adult Education Modality (EJA), with a diversified duration, according to the curricular matrix of each course. In this work, we will focus on the full-time study of EMI, as offered by IFG Campus Uruaçu, the locus of the research. We do not focus the study on EMI offered in the modality of Youth and Adult Education, since they have different principles and bases.

According to Ferretti (2014), the purposes and objectives of the legally established Federal Institutes are quite broad. Despite the investments of public policy regarding the growth of enrollments and schools and the significant advance in the forms of access, including affirmative actions, statistical data prove high rates of student dropout<sup>6</sup> and repetition in the Federal High School. According to the 2014/2015 School Census, 5.9% of the students who entered this stage and modality of education dropped out of the course and, of those who remained, 13.4% failed (BRASIL, 2017a).

The data show the need for studies that support the creation of strategies to minimize the causes and losses of dropout and repetition in this stage and modality of education. However, according to an analysis of the intellectual production on school permanence, carried out from 2004 to 2013 and presented at the IV International Colloquium on Education, Citizenship and Exclusion (Rio de Janeiro, 2015), there is a small number of studies on dropout and failure in technical vocational education at the secondary level, and the research focuses more on the higher level (OLIVEIRA, G., OLIVEIRA, M., 2015).

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2 In this research, when we use the term "dropout" and "dropout" from school, we are referring to the student who drops out of the course invested in the Federal Network of Education, Science and Technology, with or without a request for external transfer. We consider that the student who requests an external transfer is also a dropout from the Federal Network, even if he continues his studies in another school system.



## THEORETICAL BACKGROUND

The failure of individuals from the middle and lower classes in the face of the education system becomes an evidence that corroborates the new theses proposed by some scholars. Their research concluded that, no matter how much access to education is democratized through free public schools, there will continue to be similarities between social inequalities, especially cultural ones, and inequalities or hierarchies within the education system (LAHIRE, 2004; BOURDIEU; PASSERON, 2008; PATTO, 2010; CHARLOT, 2002).

When we dedicate ourselves to understanding success or failure in the<sup>7</sup> school environment, it seems opportune to bring the two terms together to the discussion, since success and failure are vertices of the same school system, present in the different levels and modalities of education, in the different social classes and school organizations. Machado (2009) says that "to deal with dropout is to deal with school failure; which presupposes a subject who has not been successful in his or her career at school" (MACHADO, 2009, p. 36).

The history of education is marked by the recurrence of dropouts, repetitions and a series of other negative factors generally classified as school failure. The concept of school failure has been the subject of different interpretations over time. From the bibliography consulted on the subject, there seems to be some agreement regarding the measurable and quantifiable dimension of school failure, which is often associated with school failure and dropout rates.

Patto (2010) makes a critical review of the literature on educational inequalities and exposes the strands constructed to justify them, going through issues related to students, such as racial, cultural, economic, cognitive, and others related to teachers, such as the lack of training. Her research points out that, for a long time, the meritocratic view of school success predominated, having as a starting point the striking beliefs of the Enlightenment ideals, lived in the eighteenth century, of the progress of human knowledge, rationality, wealth and control over nature.

Bourdieu and Passeron (2008) were concerned with understanding and explaining how the social space is constituted, reproduced and transformed and, through their research focused on education, the impossibility of understanding the school system without analyzing the social structure that composes it was proven.

The authors present the social structure as a system of hierarchies of power, occurring in a field of dispute for space and power, being determined by classes with similar relations constituted of symbolic, economic, cultural and social capitals. Thus, the position of the groups in this social class

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3 According to several dictionaries, the term "success" is synonymous with "success", meaning good result; triumph; positive consequence; favorable event; happy outcome. The word "failure" means lack of success or victory; defeat, failure. (Online Dictionary of Portuguese, Michaelis online, Aurelio online. Accessed on 07/26/2018). In this work, we will use the two terms success/success as synonyms and its inverse through the term failure.



system would be defined by the distribution of the "capitals" acquired and/or incorporated by the subjects throughout their social trajectories. Classes, then, would be composed of social agents, occupying positions of equal value in a given social field and sharing similar dispositions in the *habitus*<sup>8</sup>.

Based on studies on the French school system, Bourdieu and Passeron (2008) emphasized that, within a class society, there are cultural differences and, in turn, the bourgeois classes have a certain cultural heritage consisting of norms of speech, forms of conduct, values, etc. The working classes, on the other hand, have other cultural characteristics that have allowed them to remain as classes.

Still from this perspective, Charlot (2002) seeks to analyze learning, success and failure in school, seeking to rely on pedagogical, psychoanalytical, sociological and anthropological approaches. For him, it is a mistake to attribute success and not success only to external or individual causes, but the most important thing would be to reflect on the meanings of school and the triangular relationship between teacher, student and knowledge.

Every time it is said that the family is responsible for school failure or success, the same mistake is made when it is said that having a bathroom in the house helps in learning to read. But it should also never be forgotten that there is a social inequality in relation to school. That's a problem. There is social inequality, but it is not possible to interpret this social inequality in terms of knowledge and in relation to the school by attributing the cause of school failure to the family. (CHARLOT, 2002, p. 22).

As the term "school failure" is operationalized, unfolding it into repetition and dropout, and the term success refers to the permanence and completion of the course, we can conceptualize school success, in this research, as the achievement of the performance and achievement expected by the student who entered the IFG, during his academic trajectory, achieving approval in the disciplines, the completion of the internship and the complementary activities required in the course. Even if the student fails in some grade, but remains in the institution until the conclusion of the course, it can be considered as successful, since he overcame the difficulties encountered on the way and managed to meet the proposed objectives, within a period established for the completion of the course.

We are based on the provisions of the Guiding Document for Overcoming Evasion and Retention in the Federal Network (BRASIL, 2014a), which establishes the following concepts:

Successful Completion:

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4 *Habitus* is then conceived as a system of individual schemes, socially constituted of structured dispositions (in the social) and structuring (in the minds), acquired in and by practical experiences (in specific social conditions of existence), constantly oriented to functions and actions of everyday action. Thinking about the relationship between the individual and society based on the *habitus* category implies affirming that the individual, the personal and the subjective are simultaneously socially and collectively orchestrated. The *habitus* is a socialized subjectivity (BOURDIEU apud SETTON, 2002, p. 63).



- **Completed:** situation in which the student has completed all curricular components of the course, including professional practice/internship (even if not mandatory) and is able to be graduated or certified.

Unsuccessful/unsuccessful finishing:

- **Internal transferee:** situation in which the student has changed courses in the same teaching unit.
- **External transferee:** situation in which the student has changed teaching units (in the same institution) or changed institutions.
- **Dismissed/Withdrawn:** situation in which the student has formally communicated, spontaneously, the desire not to remain in the course.
- **Dropout:** situation in which the student abandoned the course, not renewing the enrollment or formalizing the dismissal/withdrawal from the course.

## **METHODOLOGICAL PROCEDURES**

To achieve these objectives, we used the inductive approach associated with the comparative method as a logical basis. The case study was adopted as a research strategy, using qualitative and quantitative research procedures. In addition, we used the technique of extensive direct observation, which, according to Marconi and Lakatos (2003), is carried out by means of a questionnaire, a form, measures of opinion and attitudes, and marketing techniques, consisting of a series of open and closed questions that must be answered in writing and without the presence of the researcher.

The locus of the research was the IFG Uruaçu Campus. To this end, we applied a questionnaire forwarding, via e-mail and/or through a link via smartphone application, to students graduating in 2017, in the three grades of the courses offered (Buildings, Informatics and Chemistry), to the parents of these students, to teachers working in the Integrated Technical Courses and administrative technicians working in the sectors related to students. A total of 49 students (73%), 25 parents (37%), 32 teachers (63%) and 6 technicians answered the questionnaire.

The questionnaire was divided into four parts. The first part consisted of multiple-choice questions, containing alternatives for the identification of the respondents. The second part listed individual, sociocultural, economic and institutional factors that could have contributed to the student's permanence and success. The third part sought to know the main problems encountered for the conclusion of the course.

After the data collection phase, comes the analysis and interpretation phase, in order to organize and seek a broader meaning of the results obtained. Gil (2008) states that, in the interpretation phase, the researcher needs to go beyond reading the data, but must integrate them into a broader universe so that they acquire meaning.



With the data and results of the survey, the Student Diagnosis and Follow-up Forms were constructed. The classes chosen for the application of the Educational Product were those of the Integrated High School students entering 2018, from the three courses offered at the institution under study (Informatics, Buildings and Chemistry).

### **PROMOTING SUCCESS IN EMI AND PEDAGOGICAL ACCOMPANIMENT: REFLECTIONS AND GUIDELINES**

The concern with the permanence of the student in the process of learning evolution appears in the text of the Law of Guidelines and Bases for National Education, Law 9.394/96, in its title II, art. 3. The LDB brings as a principle the "equality of conditions for access and permanence in school", explaining that this is a citizen's right guaranteed by the government. Article 12, item V, reinforces the idea when it establishes that "places of education, respecting the common norms and those of their education system, shall have the task of [...] to provide means for the recovery of low-performing students."

In general terms, pedagogical monitoring can be conceived as an intervention strategy to help students with specific demands in the field of learning, through an individualized planning that designs a pedagogical action plan, with the objective of identifying the learning routes of each subject and, consequently, intervening so that advances happen. To this end, specific activities can be proposed for each demand, routine planning, study strategies, home visits, meetings with family members, as well as pedagogical assistance in curricular adaptations, if necessary.

In the field of Professional Education, according to Dore (2013), the school institution needs to understand, guide and accompany the young person at the important moment when he makes his first choice in the field of professional training. In addition, monitoring can lead to a significant reduction in dropout rates and/or other types of school failure, "hence the importance of knowing the movement of students during school training to identify when they are in a 'situation of risk': about to drop out of the course" (DORE, 2013, p. 19). When it is possible to identify a student with a risk factor for dropping out or failing, it is possible to carry out follow-up actions and thus reduce this risk (DORE; LÜSCHER, 2011).

The pedagogical follow-up action in some campuses of the Federal Network works along the lines of educational guidance. According to Pascoal, Honorato and Albuquerque (2008), the contemporary view of educational guidance points to the student as the center of the pedagogical action, and it is up to the advisor to attend to the students in their requests and expectations, not restricting their attention only to students who have disciplinary problems or learning difficulties.

From this perspective, in the guiding document for overcoming dropout and retention in the Federal Network, created by MEC in 2014, as a guideline for institutions to create their instruments



to combat school failure, translated mainly into dropout and repetition, in its 190 items of suggestions for overcoming, in 22 of them the student monitoring emerges.

From 2008 onwards, especially after the expansion of access to popular classes and minority groups, through affirmative actions, and the considerable increase in dropout and repetition rates, the federal network instituted in its staff of technical-administrative employees the position of Pedagogue, with specific qualification in educational guidance. This professional works with the teaching sectors and is usually responsible for pedagogical issues.

The IFG, on the other hand, transcended this action by creating in its organizational chart a specific coordination for student guidance and monitoring, the Coordination of Pedagogical Support to the Student, whose main attributions and actions are to work directly with the Integrated High School student.

### POSSIBILITIES OF PEDAGOGICAL ACCOMPANIMENT IN INTEGRATED HIGH SCHOOL

The monitoring of students in high school is a strong mechanism for the promotion of school success (LA PLANTE, 2014). The EMI to Professional Education, with its specificities, requires an extra effort from both students and parents and education professionals, so that successful permanence is a reality.

Among the objectives of this study, in addition to establishing the profile of successful students, knowing the indicators of permanence and success, we propose to indicate ways for the monitoring of students in EMI in order to contribute to them achieving the purposes proposed by the course and not giving up during the school day. In this article, we will present a brief analysis of the role of the Coordination of Pedagogical Support to Students and the construction and application of the educational product of this research as a mechanism for pedagogical monitoring of students.

### THE COORDINATION OF PEDAGOGICAL SUPPORT TO THE STUDENT

The creation of the Coordination of Pedagogical Support to Students at IFG, within the scope of the departments of academic areas, occurred in mid-2010, during the phase of reorganization of the institution's teaching organizational structure. This sector is subordinate to the Head of Department, responsible for monitoring and supporting the student, guiding and attending to the Department's requests for responsibility, aiming at improving their academic and student performance.

The Coordination of Pedagogical Support to Students is responsible for, among others: pedagogical and psychological monitoring of classes and students; assistance to parents or guardians, conducting the process of choosing class representatives, dissemination of information of interest to





students, receipt, distribution and collection of Textbooks, organization and participation in parent-teacher meetings.

At the Uruaçu Campus, specifically, this sector has undergone a structuring process since its implementation in 2010, especially with regard to the constitution of a work team. In 2010, the sector had only one Technical Servant in Educational Affairs, and the psychology service was linked to the Student Assistance Sector. From 2012 on, there was an expansion of the team with the assignment of the psychologist and the hiring of a Pedagogue – Educational Advisor. Today, the sector has a Technician in Educational Affairs, an Educational Guidance Pedagogue, a Psychologist, a Student Assistant and a Sign Language Interpreter.

The Coordination of Pedagogical Support to the Student, institutionally created to meet the demands of students who enter the Integrated Professional Education at IFG and in other levels and modalities of education, constitutes an important mechanism for the insertion of the student in the institutional academic life, in the realization of intervention, support and mediation actions, between teachers, students and families. In order to develop the sense of institutional belonging, the taste for study and contribute to the decision to stay and successfully complete the course.

Although reducing high dropout rates is a challenge, the data show a considerable reduction in repetition rates over the years, contradicting an entrenched culture of quality justification through retention. Several factors are decisive for the achievement of this advance, among which the interventions carried out by the professionals of the multidisciplinary team, both pedagogical and psychological, constitute strong contributors, which can be proven through the reports of students, guardians and servers.

Thus, we can understand that the actions of institutional psychopedagogical follow-up, carried out by the Coordination of Pedagogical Support to the Student, are part of the efforts to guarantee the rights of students to be assisted in their difficulties, in order to mitigate the factors that may determine their failure or abandonment in the course and, also, as a mechanism to combat dropout and guarantee the permanence and success of students.

## THE TRIUNFO SYSTEM AND THE PEDAGOGICAL FORM FOR DIAGNOSIS AND STUDENT MONITORING

The student follow-up actions, undertaken mainly by the IFG's pedagogical support and student assistance teams, are most often restricted to referrals made by teachers or after class council meetings. In this way, most of the interventions are late and the results are impaired. With the intention of anticipating information about the students of their economic, family, school, psychosocial context, as well as their development in the institution, the construction of the Pedagogical Form of Diagnosis and Student Monitoring was proposed.

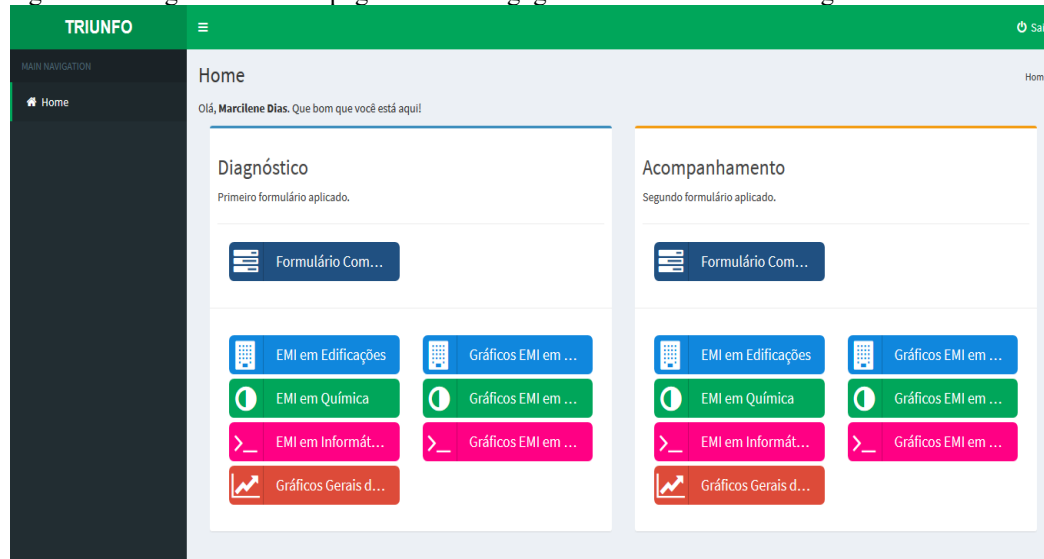
With the profile of the graduating students of 2017 and the indicators that proved to be stronger for the segments of the community surveyed, we started to investigate in the classes entering in 2018 the aspects that could subsidize the pedagogical and teaching teams for the prior knowledge of the students and obtaining information for the creation of interventions for monitoring and educational guidance.

The TRIUNFO web system<sup>9</sup> is the educational product of this study. The team responsible for its elaboration and development was composed of the researcher, members of the Coordination of Pedagogical Support to Students of IFG Campus Uruaçu, as well as a professor and an academic of the Technology Course in Systems Analysis and Development of the same Campus.

Two Electronic Pedagogical Forms for Student Diagnosis and Monitoring were built and applied to students entering the 2018 school year. The two forms were developed and visualized through a web system – called TRIUNFO by us – which also exposes the statistical data of the results obtained and allows the user to create new search forms.

Access to the form takes place in the [www.apoiopedagogicouru.com](http://www.apoiopedagogicouru.com) domain.

Figure 1 – Image of the home page of the Pedagogical Form for Student Diagnosis and Monitoring



Source: Survey data (2018)

The construction of the questions contained in the Forms was based on the results obtained in the data survey carried out with the students graduating from the 2017 Integrated High School, their parents, teachers and technicians on the most relevant aspects for permanence and success in the course invested in the IFG. The classes chosen for the application of the Forms were those of the Integrated High School students entering 2018, from the three courses offered at the institution under study (Informatics, Buildings and Chemistry). This choice was justified by the fact that the first years

<sup>9</sup> The term TRIUMPH was chosen because it is synonymous with success, which is the theme of the study in question.



are the classes that need the most effective follow-up actions, since they are the ones with significant rates of repetition and dropout.

## RESULTS AND DISCUSSIONS

LaPlante (2014), in his study on strategies to combat the school dropout epidemic in the United States, found the power of prevention to ensure that students stay in school. Among the fifteen strategies he points out as effective, mentoring, which is the act of providing support and guidance to help young people build productive and meaningful lives and represents direct and focused individual academic support, has a positive and significant effect in combating school dropout.

Studies on dropout in Professional and Technological Education also indicate that initiatives to identify the student profile and anticipate the aspects that lead to the risk of the student leaving school can be effective in the search for permanence and success (DORE; SALES; CASTRO, 2014). The survey of the profile and the identification of risk factors can be constructed through effective school monitoring.

In this sense, the construction and application of the Pedagogical Form for Student Diagnosis and Monitoring and the development of the TRIUNFO Web System can be important mechanisms to support institutional student monitoring actions.

The following goals were established and the following results were achieved for the effectiveness of the system: data collection for software users, access to the questionnaire for students of related courses, research effectiveness, reduction of the possibility of human errors from the use of computational resources, access to the results by the pedagogical support team of IFG – Uruaçu Campus and easy sharing of new questionnaires pertinent to the research.

The diagnostic phase made it possible to gather information about the students, which is important for their initial knowledge, such as their age group, socioeconomic and family context, age/grade discrepancy, subjects with greater difficulties, deficiencies, deficits or psychological or behavioral disorders, health problems or continuous use of medications that affect natural development, among others.

This information allowed both the holding of discussions in the Class Council and the follow-up carried out by the pedagogical team during the two-month period, anticipating the orientation actions and pedagogical, psychological, didactic, and assistance interventions, among others.

It is important to emphasize that the tool was not intended to be an end in itself. Simply collecting information from students could not be able to produce the expected effects. Therefore, the product proposal was accompanied by the treatment of this information, through syntheses, graphs



and analyses, dissemination of the results to the segments involved, in order to provide subsidies for the creation of intervention strategies by teachers and student support teams.

Thus, in addition to the exposure of information during the Class Council meetings, access to the system and to the data informed by the students was available to the pedagogical team and to the Course Coordinators throughout the academic period.

In addition, based on the proposed objectives, this study also excelled in seeking among the graduating students, therefore, those who achieved success, to outline their profile and to know the main aspects that contributed to their school success, whether these factors would be closer to the individual, socioeconomic, cultural or institutional dimensions.

Thus, the results allowed us to establish the common characteristics of the graduating student, as follows: I – are within the expected age for completion of high school (17 years), with no age/grade distortion; II – Although the majority entered the IFG through the universal system, the difference between the school of origin (private and public) was not accentuated; III – has a good affinity with the technical area of the course; IV – the majority never expressed the intention to abandon the course; V – lives with their parents in the same city where they study. V – belong to the lower middle class, with family income ranging from 1 to 6 minimum wages; VII – the parents' schooling is at the secondary and higher levels, with or without specialization.

The analysis of the indicators of permanence and success showed that, for the students, there is a preponderance of institutional aspects over individual and sociocultural/economic ones. Parents, on the other hand, gave higher percentages in the reference "high relevance" in the three categories of aspects, and the highest value also occurred in the institutional aspects. The teachers assigned more distributed scores among the magnitudes, giving a higher percentage to the sociocultural/economic aspects and a lower percentage to the individual aspects.

## **FINAL THOUGHTS**

Despite the challenges still in force, mainly related to curricular integration and the evaluation processes that are more appropriate to the principles and methodologies of teaching, the Integrated High School offered in the Federal Institutes has become a national reference for High School in Brazil and seeks spaces for debate and consolidation of proposals for quality education and the objectives of integral training. polytechnic and omnilateral.

However, it is imperative to overcome the obstacles for the permanence of the student and the successful completion of the invested course. Advances in terms of access and results in large-scale assessments, in line with investments in infrastructure and professional qualification of professors and technical-administrative staff who work in institutions, are still marked by high dropout and repetition rates of students who enter these courses and institutions.



In the initial stage of the present study, the literature review allowed us to show that the causes of school failure are multiform and varied, covering several aspects over the years, from those linked to meritocracy, to genetic, racial, behavioral issues or cultural or pedagogical deficiencies.

These results corroborate research on school failure and dropout that highlight individual, sociocultural and economic aspects as the main drivers of this phenomenon. The inverse analysis investigated here, under the focus of school success/success, indicates that institutional bias is determinant for student permanence, especially from the perspectives of students and parents themselves.

Just as it is essential to identify the signs of a possible dropout or failure, as soon as possible and to carry out the appropriate pedagogical interventions, knowing the characteristics of the student who remains and the main reasons that contribute to this decision can also help in the strategies taken so that success is the reality of all students who enter these educational institutions.

There is a need to strengthen the understanding of the importance of the practice of pedagogical monitoring of students in the institutional context, directing special attention to incoming students and their peculiarities of insertion into student life in the Integrated EMI.



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