

## INCLUSION AND EVASION: INFORMATION SUBSIDIES FOR THE UNIT OF FATEC ITAPETININGA STRATEGIC PLANNING

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**SUMMARY:** This study verifies what knowledge senior high school students, in the region of the town of Itapetininga - SP, from public and private schools, have about the Unit of Fatec Itapetininga. It's a survey of quantitative aspects, using a non-probabilistic method with an intentional sampling. The main goal is to gather information to collaborate with the Unit of Fatec Itapetininga (São Paulo State Technological College Itapetininga), in organizing a strategic plan that enables a stronger institutional advertisement among the public, aiming to increase the ratio of applicants per vacancy in their vestibular ( admittance exam) and to reduce the number of dropouts in their courses. For this, the article describes the results of several studies carried out in Brazilian universities about evasion in their courses. It is concluded that a strategic plan should include actions within the high schools themselves, so that students, potential applicants for higher education, may have further information on courses offered by the institution, to increase the number of entries to the vestibular and thus reduce the drop out numbers. Moreover, the higher education institution should implement internal policies to support their students.

**Keywords:** Education. High School. Higher Education. Information for institutional advertisement.

### 1 INTRODUCTION

This article originated from a research conducted by Fatec Itapetininga students of Technology in Agribusiness, for data collection in private and public schools of the same city, in order to discover what knowledge, senior high school students in these schools had on Fatec. Viewing the importance and necessity of a strategic planning for Fatec Itapetininga to increase its rate of candidates per vacancy for their vestibular (admittance exam) and decrease the dropout rate of their courses, we decided to develop this article using the results of this research, including other queries related to issues of inclusion in higher education and the dropout of students in this educational level. From this perspective, the main objective of this assay is to get support for a possible strategic planning, so that Fatec Itapetininga can improve its ratio of courses applicants per vacancy.

As secondary objectives, we assessed the knowledge that senior high school students, from private and public schools in urban area, had about Fatec Itapetininga and the differences between the opinions of the students from private schools and from public schools on Fatec Itapetininga. Also, what these students think about the concepts inherent in the technological courses, the professional technologist and Fatec as a public institution of free higher education, what fields of knowledge are most sought after by those students when making the choice of a university, after

completing high school, and which, in their view, is the best way to disseminate propaganda about Fatec in Itapetininga.

### 1.1 Evasion in undergraduate courses

In most studies about school evasion consulted, researchers made reference to the situation in which the drop-out student 'transferred' course, i.e., there wasn't indeed a drop out, but a "migration" of students. The term 'evasion' can therefore be considered from several aspects. What most of researches take into consideration are the facts of the student having effectively abandoned his/her studies at university or having been dismissed, when he could not finish his/her studies in a timely manner, provided for the completion of the course. According to Veloso (2000) in his research at the University Campus of Cuiabá, the Federal University of Mato Grosso, "the phenomenon of migration is present in all courses. The monitoring of students' academic life will lead us to distinguish these processes, and recognize that many of the attitudes of students, to change courses, are the result of their maturity. "Therefore, in regard to this proposed article, we are defining the term 'evasion' as abandonment of the course or expulsion due to exceeding the time limit.

In the texts we consulted, it seems to be evident that the causes of school evasion, in undergraduate courses are multi-stated and can be divided into two groups: first, from internal causes in the university, lack of infrastructure to support the student, curriculum, relationship problems with teachers, coordinators and even among students, etc., and, second, factors beyond the university, the need for work, family commitments, review of choice of a particular course, etc..

According to studies conducted at the Federal University of Uberlândia,

the choice of a profession is not always surely performed by the entrant in higher education and, sometimes, students 'disenchant' when facing the actual characteristics of the chosen course and the requirements of a specific vocational training, besides, they often come from low social status and are faced with the need for quick entry into the work market (UFU, 2007).

Following the same line of thought, considering the actions that universities should develop along with the candidates to enroll in their courses (potentially senior high school students), Veloso (2000) states that they must involve

the production of marketing material for high school students, the development of exchange programs with schools, especially public ones, to offer guidance as to the job options for their students, and also, after entry, the development of follow-up actions and integration of the student to college life.

In another study, Gaioso (2005) dealt with evasion as losses, both those counted as losses to public funds, as those that burden the students themselves (or their family). The author realized that the dropout students are not fully aware that their attitude causes losses. The students at public universities "are more likely to drop out of courses because they disregard the expenses and believe in the possibility of being approved in another entrance exam for another course at the same university." In the case of private schools students, they "tend to assess the damage,

considering the money invested in the high tuition and the urgency to graduate, even if it is to find another career, after graduation, they said that after deciding to evade, they feel relieved and disregard the losses "(sic in Portuguese).

This author continues by saying that the most common suggestion to solve this problem, obtained in interviews of her research among students and leaders, is the improvement of basic education. Higher education institutions emphasize the students' difficulties to keep pace with academic disciplines, considered particularly 'difficult' in the first semester. Students, in turn, complain of academic activities that require changes in study habits, because "through high school they were busy memorizing and repeating what was transmitted by teachers (...) Many say they felt lost in the beginning, since they are suddenly treated as serious responsible adults and are not capable of feeling it so "(GAIOSO, 2005).

What seems to be a consensus among the authors of researches conducted at universities (that could be consulted) is the adoption of policies of inclusion and student assistance programs of educational psychology and of financial nature for the stay of students in the institution (housing and food). Another important issue concerns the diversification of the socio-cultural academic population that has occurred as a result of public policies for the inclusion of groups hitherto 'unable' to attend universities. This is a growing challenge for the universities, that must rethink their dynamics and identity, in order to "develop a cultural academic training that is solid, dynamic and inclusive of students - an indispensable factor for the university permanence" (UFU, 2007).

Returning to the study at the Federal University of Uberlândia - UFU, we can see the suggestions in finalizing this essay, many of which are already in progress at the institution, and consider them as a model to be followed. There are goals to be achieved by the institution and strategies for this to occur. Given the importance of these strategies, we then transcribe them below:

- Manage studies on the existing evasion in the institution, identifying specific causes to find solutions to overcome them.
- Implementation of academic control by means of the EIS - Integrated System of Education, to ensure a systematic and permanent monitoring of the student at the university, including frequency control.
- Implement the electronic diary system to streamline the identification of cases of absent students.
- Strengthen and expand the Monitoring Program, so that students who present the greatest difficulties may have support for learning.
- Implement mentoring programs, with the participation of graduate students, so that these will help in improving the performance of fellow under-graduate.
- Encourage the provision of courses and activities to support learning, organized by students and supervised by teachers, in order to overcome difficulties.

### **1.2 The importance of the inclusion / evasion in higher education**

Regarding the growth of vacancies to higher education that takes place around the country since the beginning of the new millennium, the target set by the National Education Plan of having, currently, 30% (thirty percent) of the population between 18 and 24 years of age enrolled in higher

education is still far from being reached. However, it is clear that the "massification" of higher education has led to the inclusion of young people without the minimum knowledge sufficient to follow the studies. In 2010, the University of Sao Paulo - USP, at a meeting of its University Council approved a document that sets out general principles for the creation of new courses. According to Pro-Rector of Undergraduation of USP, Prof. Dr. Telma Zorn, "USP understands its social responsibility, but should be more concerned with what we have achieved over these 75 years, which is to have become the best university in Latin America" (USP, 2010).

In his words "the expansion has to be careful, and the concern is the commitment to maintaining this quality" (USP, 2010). In the last decade, USP contributed to the expansion of public higher education in Sao Paulo, increasing 40% (forty percent) of the number of vacancies and creating 85 (eighty-five) new courses. However, the Central Administration of the University believes that this process requires a more accurate analysis in relation to each of the courses that is created.

The document approved at the meeting of the University Council is not normative, but contains guidelines that should guide decision making by the Council of Under-Graduation Courses regarding changes, improvement or even discontinuity certain courses or their replacement, according to statements by the Rector of USP, Professor. Dr. John Grandino Rodas (USP, 2010).

Particularly, two of the five steps outlined by this document as priorities for analysis at the undergraduate courses at USP, greatly concern us: the second, which mentions "courses of low demand, **evidenced by the ratio of applicants per vacancy in (University Foundation for Vestibular) Fuvest** and courses of low social impact, considering its possible restructuring, but always respecting the specificities of each course "(emphasis added), and the fourth, suggesting the "**identification of the causes of evasion**, to (...) implement mechanisms to monitor destination of undergraduates to support, permanently, eventual restructuring of courses "(emphasis added).

The concern Brazilian universities have on evasion, in their courses, results in research that, often, point out situations of multiple factors indicating this phenomenon. According to Godoy (2010), "the dropout rates of USP courses differ according to specific factors in each course." The problem that presents itself has several meanings, all equally harmful, especially regarding to the use governmental subsidies, in the case of public institutions, "to offer free education and quality training for concerned citizens and skilled professionals" (GODOY , 2010).

In Veloso's point of view (2000), the role of the university and higher education in general, should not be enclosed, nor should its performance be evaluated only by the index of diplomas provided, there is much more than that: the cultural background of individuals, the introduction into society in ways of thinking and acting, its interaction with other social forces, production and systematization of knowledge, which is not always measured by the number of issued diplomas or degrees.

Thus, we understand the importance of developing a strategic plan for Fatec Itapetininga, to promote wider dissemination of their courses to the city high school students. It is of crucial importance to clarify doubts and provide relevant information about their courses and the professional performance of those graduated in them. The intention is to increase the ratio of applicants per vacancy by making the courses more competitive, according to the Pro-Rector of

Undergraduate Courses-USP, Professor. Dr. Telma Zorn, "we already have some information and we know that the more competitive the course, less the evasion. This relationship is direct" (USP, 2010).

## 2 METHODOLOGY

The target established for the research undertaken by the students<sup>1</sup>, in the second semester of the Course of Technology in Agribusiness in the Unit of Fatec Itapetininga, were the senior high school students in the urban region of Itapetininga. It was a survey of quantitative type, using the method with non-probabilistic intentional sample (Martins, 2007, p. 49). The survey was conducted through a structured questionnaire, in printed cards, with closed self-completed questions without any kind of stimulus<sup>2</sup> (see Appendix A). These forms were given to the students of the third year of high school, in their own classrooms during the normal classes, with prior appointment and in agreement with teacher.

Before the survey at schools started, the Director of the Regional Board of Education of Itapetininga - Derita was contacted, in order to get an approval to carry out the research in state schools. According to the information obtained there, in 2010 there were 22 institutions offering the third year of high school in Itapetininga, 9 (nine) were private and thirteen (13) were public schools. The total enrollment was around 1400 students, including both educational systems. It was therefore a finite population, with a nominal variable, which values for satisfactory responses (percentage of success and failure) were not known. We chose to consider the estimates of success and failure as 50% of responses for each, which reflects the achievement of a greater number of elements in the sample (SILVA, 1995, p. 135).

For the attainment of an estimate of the minimum number of elements for the composition of the sample, frequency distribution of the responses were considered as being approximately normal with confidence level equals to 95%. The error sample was allowed to be considered equal to 5% (2.5% more and 2.5% less) and the formula used was described by Martin (2007, p. 45) for ordinal or variable nominal and finite population. In these terms, the value of 'z' on the Table of Standard Normal Distribution is equal to 1.96 (valid for normal distributions framed on the model number of elements greater than 30).

Based on this information we calculated the minimum number of 302 students for the sample of the essay. The effective data collection resulted in obtaining a sample of 478 students which means that the conditions that characterize a scientific study were overcome.

Regarding the composition of the sample 4 (four) private and four (4) public schools were selected, among them, two schools (one from the private and other from the public network) with the largest number of students enrolled in third year of high school. To maintain secrecy, desirable

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<sup>1</sup>Students who participated in collection of data: Aline Aparecida Machado; Benedito Roberto da S. Melo Junior; Cássia Loraine Ferreira; Daniel Francisco Gomes; Estela Vieira de Camargo; Fernando Lourenço Ribeiro; Jaimison Victor Cisterna de Moraes; Juliano de Oliveira Galvão; Karen Cristine de Moraes; Marcos Alexandre Nogueira; Paulo Cesar Mendonça; Paulo Sérgio Mechado Meira; Thullio Felipe Pires Domingues e William Takashi Wakita.

<sup>2</sup> Only question number eight (8) has seven (7) options of 'forms of propaganda' for Fatec, which could be considered as an incentive to respondents' answers, the eighth option is of their choice.

in this work, schools were named, by lottery, by letters of the alphabet, the public schools with the first letters (A, B, C, D) and private schools with the latest (W, X, Y, Z).

### 3 DEVELOPMENT OF RESEARCH

For the survey application, a questionnaire was used, through which, the students interviewed were asked to answer the questions by writing an 'x' in the squares, according to his opinion on every issue. On four occasions they could manifest themselves writing freely what they were asked about: first, the course that they would be (or not) interested in attending, upon completion of high school, second, reason (s) why they would not be interested in attending college after completing high school, third, what course they would find interesting to be added in Fatec Itapetininga; and fourth, other options on how to better advertise for Fatec Itapetininga in the city.

The data compilation was made by students of Fatec Itapetininga through a spreadsheet and the numerical results were recorded in digital spreadsheets where we performed the calculations of percentage and produced the graphics for the presentation of their results.

#### 3.1 The compilation of data

Starting from the tabulation made by Fatec students, the public and private schools aggregation files were created, also, the file with the general aggregation. Other data that had not yet been considered were tabulated, for example, the answers that respondents gave the students about the courses they wished they had in Fatec Itapetininga. In this case, the answers accounted were the ones left out blank, the responses with courses similar to those they wished to enroll in college after completing high school and the responses with different courses. Other questions, also recorded, were the ones about the ways to disseminate propaganda about Fatec: those responses of a single option, the ones ticked and those in which they identified the order of their preference, as the questionnaire instructed.

Furthermore, it was necessary to find a suitable way to identify and classify "intended courses" (question '1 a ') by the respondents as those which indicated that they would like to attend to, after the completion of high school. For this, we resorted to the site from CAPES - Coordination for the Improvement of Higher Education. According to this site, the classification of fields of study has an eminently practical purpose. The first classification table of fields of study was a joint effort between CAPES, several academic government agencies and research funding from government departments of state and federal levels.

This table had four levels of hierarchy comprising eight (8) Fields of Study or Large Areas, 76 (seventy six) areas and 340 (three hundred forty) sub-areas of study. Subsequently, the classification of Fields of Study now has nine (9) Large Areas. Thus, the classification of courses given by the students who participated in the survey was considered as the division of Fields of Study established by CAPES, **a change under our responsibility**. Since, for CAPES, this classification "... has an eminently practical purpose," therefore it is 'non-technical', it was decided to distinguish, in the Large 'Multidisciplinary' Area, those courses which are already, definitively, offered by Technological Colleges of the State of Sao Paulo. Thus, to facilitate the identification of

technological courses in this research, we consider a 10<sup>th</sup> (tenth) Large Area or Field of Study, **Technology**. Another small change was made, including Sub-area in Education, the course in Education.

The classification of courses within their Large Fields of Study, emphasizing that only those which had their appointment by the students interviewed are represented, were thus considered: **Exact and Earth Sciences** (Astronomy, Computer Science, Physics, Geosciences, Mathematics, and Chemistry), **Biological Sciences** (Biology, Biochemistry, and Oceanography), **Engineering** (Aerospace, Biomedical, Civil, Production, Electrical, Mechanical, Nuclear, and Chemical), **Health Sciences** (Physical Education, Nursing, Pharmacy, Physical Therapy; Medicine, Nutrition, and Dentistry); **Agricultural Sciences** (Agronomy, Agricultural Engineering, Fisheries Engineering, Food Technology, Veterinary, and Animal Science), **Applied Social Science** (Management, Architecture and Urban Planning, Accounting, Communication, Law, Economics, Journalism, Social Work, and Tourism), **Humanities** (Archaeology, Geography, History, Pedagogy, Psychology, and International Relations), **Linguistics, Literature and Arts** (Arts, Literature, and Fashion) **Multidisciplinary** (Police Academy Military; Agulhas Negras, Biotechnology, and Environmental and Agricultural); **Technology** (Agribusiness, Trade, IT, Mechanical Manufacturing, and Business Management).

Still on the issue to '1', it was decided by framing 'certain courses given by the students interviewed, as follows:

<b>INDICATION OF STUDENT</b>	<b>FRAME</b>
Aeronautics Aerospace.....	Engineering
Biomedicine Biomedical.....	Engineering
Design, Photography, Dance, Music.....	Arts
Environmental Engineering.....	Environmental and Agricultural
Computer Engineering.....	Computer Science
Finance.....	Business
Gastronomy.....	Nutrition
Geology.....	Geosciences
Hardware, Computer Graphics.....	Hardware
Mechatronics.....	Mechanical Manufacture

In relation to courses, that students interviewed suggested, to be installed in Fatec Itapetininga, we chose to keep the nomenclature that they themselves have written, once there was not, in this case, the concern of these courses being classified in the Large Fields of Study.

For questions where the answers had 3 or 4 options, the chart type chosen was Sectors. For questions '1a' and '8', the chart type chosen was the column that provides a better indication of the variables 'x' axis, with 11 and 08 alternatives, respectively.

#### 4 DISCUSSION AND ANALYSIS OF RESULTS

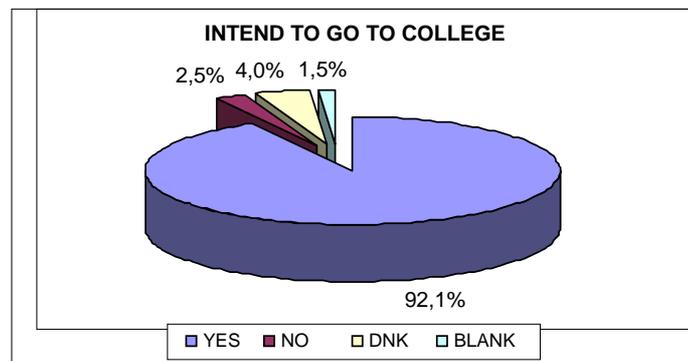
The analysis and discussion of the research results were made from each question in order of appearance in the questionnaire and the graphs presented here refer to the General Aggregation (private and public schools).

**1. Do you intend to go to college?**

In this subject, it was observed that 10.9% of public school students answered NO or DO NOT KNOW (DNK), or left the question blank. This percentage is relatively high in comparison with students of private schools that, among the 139 participants, only one (0.7% of total) said he/she would not go to college. Even so, his/her justification was "to do a vocational or technical course", which refers to a continuation of studies.

In the case of public schools, within the eleven (11) students who answered one of these alternatives, only 3 (three) of them intend to continue their studies by doing a vocational course. The others gave answers that indicate lack of motivation, lack of financial resources, inability to attend a college or even the need to work.

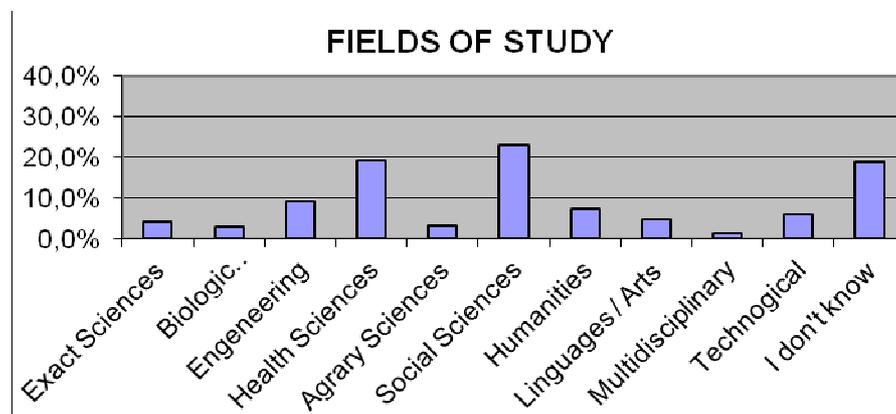
**CHART 1**



**1.a. If YES, which course?**

The undergraduate courses, students interviewed said they wanted to do, were classified into ten (10) Large Fields of Study so that the two most wanted were Social Sciences (22.6% in private and 23.1% in public schools) and Health Science (18.5% in private and 19.6% in public schools).

**CHART 2**



One of the differences between the two educational systems is that the third Large Area, preferred by students in private schools, is Engineering (13.7%), that stands out above the rest. This

does not occur in public schools (the third preferred by students are Engineering and Technology, tied at 7.4%).

Courses less sought after by students in private schools were the Large Areas of Biological Sciences (2.1%), Exact Sciences and Technology (tied at 2.7%). In public schools, the courses less sought after were the Large Multidisciplinary Area (0.6%), Agricultural Sciences (2.1%) and Biology (3.3%).

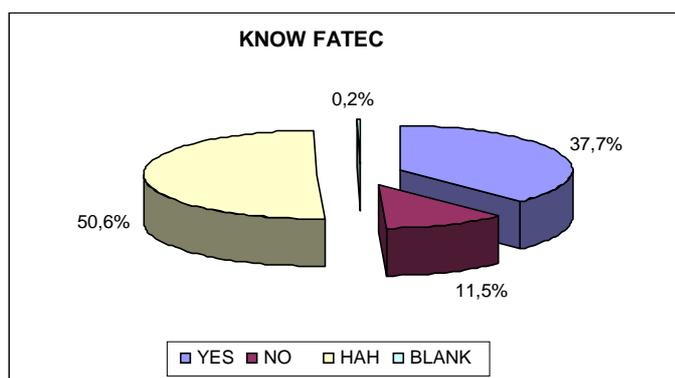
In this, the survey showed a surprising result, since, a number of students who reported wanting to attend college said they still do not know what course they should do, or left the question blank, 15.8% of students in private (representing 15.7% of total) and 20.2% of public schools (representing 18.0% of total). This means that, on average, **17.3%** (seventeen point three percent) of high school students **who want to go to college**, reach the third year **without deciding which course to do in college**.

Within the intended courses, in private schools, the five most commonly cited were: Medicine (13.0%), Law (9.4%), Architecture and Planning (6.5%), Civil Engineering and Psychology (tied at 5.1% .) In public schools were: Business Administration (7.9%), Law (6.9%), Medicine (6.6%), Psychology (4.6%), and tied, and Computer Architecture and Urban Planning (4.0% each).

## 2. Do you know Fatec Itapetininga?

In private schools 46% of students reported knowing Fatec, 9.4% did not know it and 44.6% reported they had already heard of it. In public school 34.2% reported knowing Fatec, 12.4% said they did not know it, 53.1% reported they had already heard of Fatec and other 0.3% left the answer blank.

CHART 3

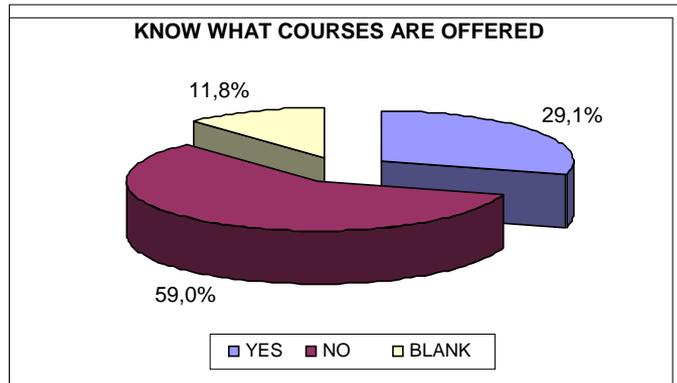


### 2.a. If YES, do you know which courses are offered?

Both those, who responded the previous question with a “Yes”, and those who answered “I’ve heard of it”, could answer this question. Thus, in private schools, 58.7% answered “No” and other 7.1% left the question blank, totaling 65.8% (representing 59.6% of total students). In public schools, 59.1% replied “No” and the other 13.9% left it blank, totaling 73.0% (representing 63.4% of total students).

These responses seem to confirm the results of the previous question when, in private, we obtained 54.0% of students (9.4% did not know Fatec and 44.6% have heard of it) against 59.6% that, indeed, do not know Fatec Itapetininga. In public schools was the same, as we obtained 65.5% of students (12.4% do not know Fatec and 53.1% have heard of it) against 63.4% who, actually, do not know of Fatec Itapetininga.

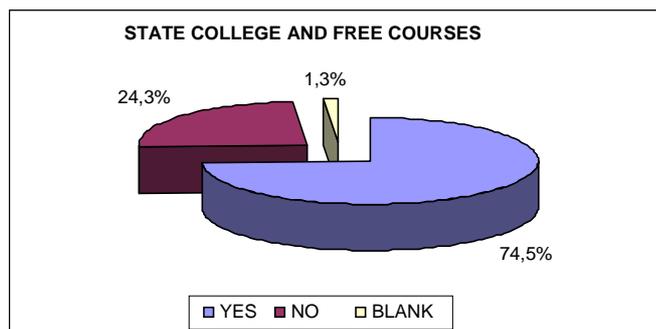
**CHART 4**



**3. Did you know that Fatec is a state college and that courses are free?**

In this question, 77% of students in private schools answered “Yes”, 23% answered “No” and there were no blank left outs. 73.5% of public school students answered “Yes”, 24.8% answered “No”, and 1.8% left the question blank.

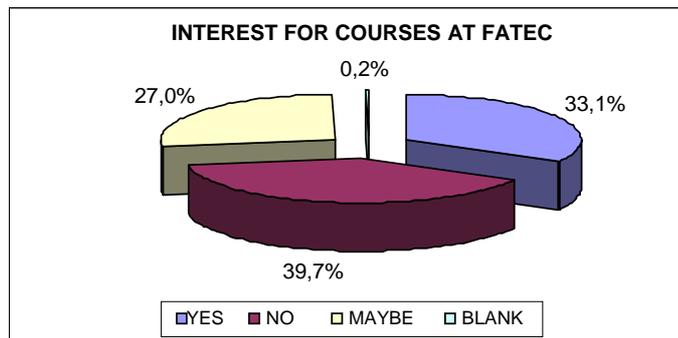
**CHART 5**



**4. FATEC Itapetininga has courses in Agribusiness, Information Technology and Foreign Trade. Are you interested in any of them?**

The results of this question shows a significant difference between private and public schools. In private schools, only 5.8% of the students expressed interest in the courses at Fatec and 16.5% said “Maybe”. In public schools, 44.2% was the number of students who expressed interest in the courses that Fatec offers and 31.3% said “Maybe”. This means that 75.5% of public school students would be willing to attend courses at Fatec against 22.0% of students in private schools.

CHART 6



### 5. Which course would you like to have in Fatec Itapetininga?

This question, in addition to obtaining feedback from students about the courses they wish they had at Fatec Itapetininga, also had three other purposes: first, to evaluate the responses to question number 6, when students responded if they knew what a technologist was and its differences from an engineer, second, to verify if the courses of their choice in question number '1' would be suggested to function at Fatec Itapetininga and, assuming that the students decided truthfully for a particular course and were making the same suggestion to Fatec Itapetininga, we could then, confront the percentage of students who probably would still be in doubt as to which course they would take, after completing high school.

It was decided here to keep the name of the courses the way the students indicated, without classifying them into Large Fields of Study, so that the three ' extras purposes ' of this question could be highlighted.

First, the main courses listed by the students of private schools were Business Administration (5.3%), Nursing (4.6%), Law, Civil Engineering and Psychology (tied at 4.0%); and Computer Sciences, Engineering, Medicine and Fashion (tied at 3.3%). For public school students the main courses listed were: Law (5.5%), medicine (4.7%), Business Administration and IT (tied at 4.4%), Civil Engineering and Psychology (tied at 3.6 %), and Nursing and Mechatronics (tied at 3.3%). It is quite possible, particularly in the case of the city of Itapetininga, that the options for courses of Law and Business Administration are results of the tradition that these courses have in this city.

The suggestions from the students show that they don't have a clear idea of what courses in Technology are. Everything indicates that the suggestions of courses for Fatec are, in most cases, the traditional ones as Business Administration, Law, Medicine, Engineering and Psychology. These are all courses that do not fit the model of technology. The course on Mechatronics, for example, is run by Paula Souza Center, but as a Technical Course at High School Level, not a technological, that is, of college education. The students don't have the knowledge about what the courses on Technology are and, consequently, what a professional technologist performance is. Here, the suggestions percentage that do not fit the model of technology courses were not computed, since it is only an investigation of students' responses about their knowledge of a professional technologist. Therefore, these statements must be checked in the outcome of the next question.

Regarding the students who suggested Fatec Itapetininga the same course they chose to go to graduate school, after completing high school (question '1a '). In private schools 36.0% of students chose the same, opposite 23.0% of them who suggested different courses, 25.9% left this question blank and other 14.4% who had left the question blank in '1 a '(the ones that could not tell which college to enroll after completing high school) ended up suggesting a course to Fatec Itapetininga.

In public schools, the results are similar. 37.2% of students suggested the same course and 16.8% suggested a different one, 31.2% of them left out this question and 11.8% who had left out this question in '1a '(that could not tell which college to enroll after completing high school) ended up suggesting a course to Fatec Itapetininga.

These results lead us to the comparison between the number of students who wanted to go to college and had already decided as to which course to apply for (83.6% in private and 71.1 % in public schools) and the number of students who confirmed the choice of a particular course, repeating their suggestion of the same course to Fatec Itapetininga (only 36.0% were from private schools and 37.2% were from public) as answered in question '1a'. The remaining (47.6% from private schools and 33.9% from public schools, meaning 40.7%) seem to be 'undecided' as to what course they should actually apply for.

It was found in question '1a' that 36.0% of students interviewed (15.8% from private and 20.2% from public schools) said they did not know what course to take after completing high school (average 17.3%). The analysis of this question (number 5), however, shows that on average, 40.7% of the interviewed students may still have doubts about the course they intend to take after completing high school.

There are several factors that need to be investigated in relation to the desire of young students to simply 'leave home'. It would require a specific research on this subject so we could understand, and confirm that the choice of young people for a certain course is 'conscious'. Many of those who have already opted to take a particular course, may do so only to 'leave home', choosing a course that has no similarity with those existing in the higher education institutions in the city where they live (in the case of the city of Itapetininga: medicine, architecture , engineering, psychology, etc..).

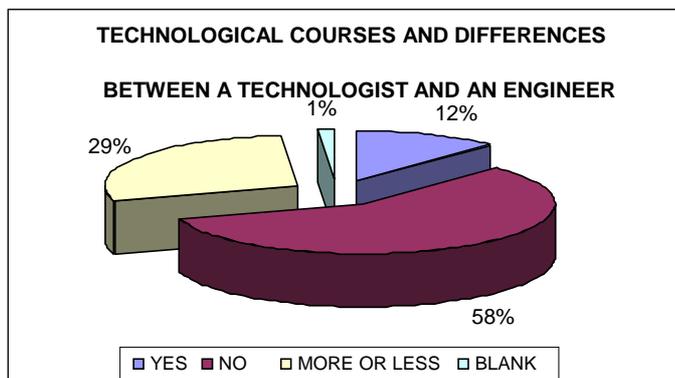
These are, certainly, questions for another survey, but the assumption is that many of those young people who reported opting for a particular course, in reality still have doubts about it. This somehow justifies a high dropout rate in higher education (abandonment of course) by those students.

#### **6. Do you know what a technologist is? Do you know what differences there are between an Engineer and a Technologist?**

This question also shows a significant difference between private and public schools. In private schools, the number of students who claimed to know what a technologist is and the differences regarding the Engineer were 19.4% versus 9.4% from public schools. Those who responded negatively were 41.7% from private schools compared to 64.3% from public schools. Those who responded to know "More or Less" were 38.1% from private and 24.8% from public schools. 0.7% of students left out the questions blank in private schools and in public schools 1.5%.

This confirms the expectation created by the previous question that most students, both in private and in public, do not have much information about the professional technologist and do not know what a Technology course is (adding the responses “No” and “More or Less”, the results are 79.8% in private and 89.1% in public schools).

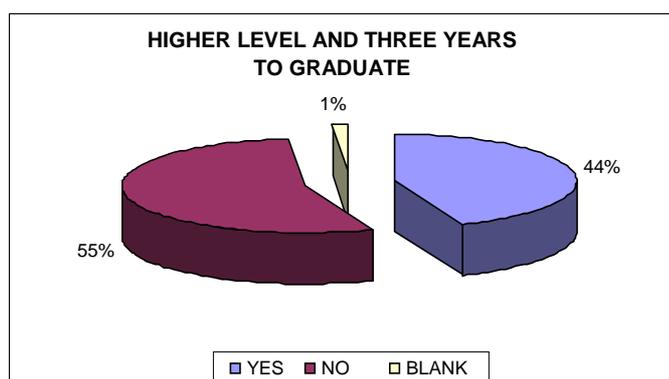
GRAPH 7



7. Did you know that the courses at Fatec are of higher education (college education) and they last 3 (three) years?

In regard to this question there was no significant difference between the two educational systems. In private schools 46.8% said yes, 51.1% said no and 2.2% left the question blank. In public schools there were 42.8% positive answers, 56.3% negative answers and 1.5% left the question blank. Note the significant large number of students, (over half of students, from the two school systems) who did not know that Fatec courses were undergraduate and they lasted three years.

GRAPH 8

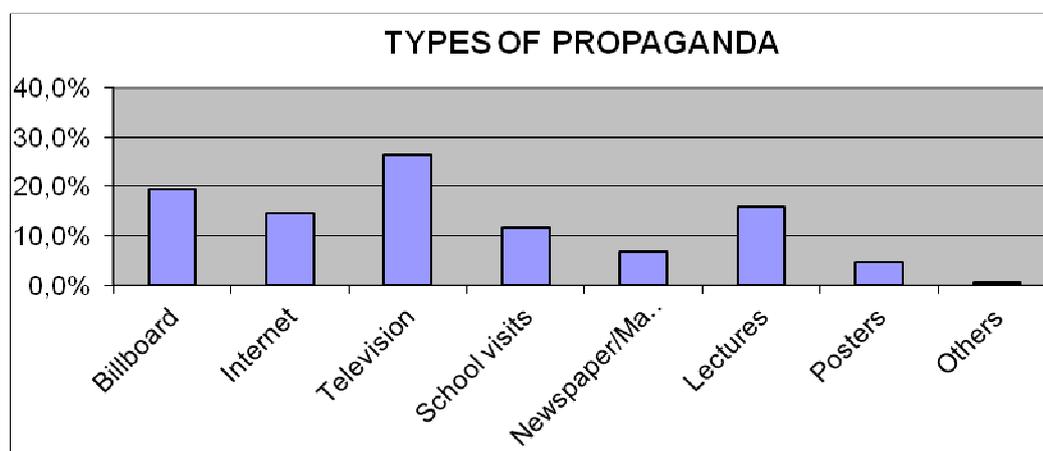


8. Appoint, according to your preference, the three best ways to advertise for Fatec.

Among the options with over 10.0% of indications, the forms of advertising that students think are the best for Fatec don't differ significantly between students from the two educational systems. In private schools, the most suggested were: Television (25.50%), Billboard (24.0%), Internet (15.8%), Lectures in the Classroom (11.3%) and Visits to the Institution (10.5%). In public

schools, were: Television (26.9%), Lectures in the Classroom (17.8%) Billboard (17.4%), Internet (14.1%) and Visits to the Institution (12.2%).

GRAPHIC 9

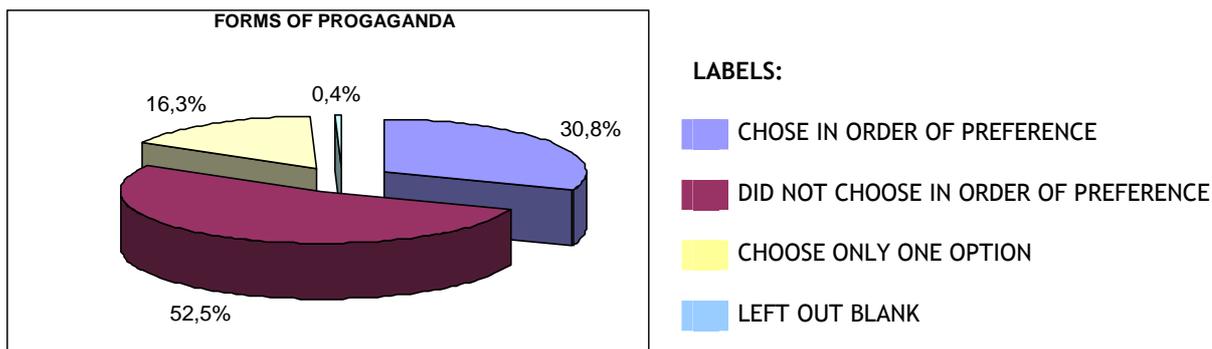


In this question, the only one that brought 'stimulus' to the response, there was no concern from the organizers of the research to warn the respondents that they should number the three options according to their preference. The very wording of the question had already made it clear that this should be done. It was, to all the organizers of the survey, including the teacher advisor, surprising (and frustrating) the fact that many students simply ignored this 'detail'. Only one of the schools among the private schools had 100% (one hundred percent) of students indicating the order of their preference in the options. In contrast, in one of the public schools no students (0.0% - zero percent) responded that way.

The difference in results between private and public schools, in this case was crucial, since in private schools 66.9% of students numbered their options according to their preference against 15.9% of public school students. There weren't any comments or explanations on this fact by the students from Fatec, who made the survey at the schools, since at no time there were any 'verbal warnings' from them to the students, in the sense that they should number the answers from 1 to 3.

It seems that students from private schools are better prepared in order to read instructions, to pay more attention to written texts and to have the correct interpretation of these texts. It would be necessary to conduct a survey focused on this issue so that the observations presented here become real conclusions of a situation that demonstrates differences in student behavior between students from private and public schools.

GRAPH 10



## 5 CONCLUDING REMARKS

After analyzing the collected data and considerations regarding the results of the Regarding the research on evasion by some of the Brazilian public universities, we can see three different situations. First, the student context of high school itself, in which changes should be based on policies of the educational system. Then, the lack of knowledge that these students present about the various courses available in colleges, in addition to the lack of clarification about various situations that arise from it, such as, the requirements to 'face' these courses, the job market where it belongs and the income that it might provide. Finally, the effective maintenance of these students in the courses, which they consciously choose and enroll in Higher Education.

We must therefore act within high school to inform students about higher education institutions and the courses they held and, after their admission to these courses, provide them with monitoring and teaching aid programs, and especially Financial. The question is 'how' the FATECs in the State of São Paulo, in particular the Unit Itapetininga could accomplish this feat. Not intending to point out the solution of this problem, we can make suggestions that lead precisely to the main objective of this essay, namely, to create subsidies for the organization of a possible strategic planning.

Historically, the Colleges of Technology of São Paulo, maintained by Paula Souza Center, have a regionalist character and of social inclusion as it serves, predominantly, students of public schools of the city where they are installed. Research by Professor Eva Fagundes Weber<sup>3</sup> (2007) showed that almost 70% (seventy percent) of students at FATEC Itapetininga come from public schools.

The research that led to this essay, performed by Agribusiness students from FATEC Itapetininga, showed 75% (seventy five percent) of public school students declaring an interest in taking a course at FATEC, against 22% (twenty-two percent) of students from private schools. This confirms the fact pointed out by Weber. When the list of approved students in vestibular Fatec Itapetininga was analyzed, it could be verified that the average score of those approved were very low due to the ratio of applicants per vacancy was also very low. The most critical situation was in the Agribusiness course morning shift, when the ratio of applicants, per vacancy, at the entrance exam for the first half of 2011 was equal to 1.25. Furthermore, this study revealed that the vast

<sup>3</sup> This is a research conducted with Fatec Itapetininga students through a project developed in HAE (Specific Activity Time) in this teaching unit.

majority of students, from the two school systems, don't have enough knowledge about Fatec, neither on its courses nor on the professional technologists trained by it.

Regarding evasion, the declaration by the Pro-rector of USP Undergraduation, Professor. Dr. Telma Zorn (USP, 2010), "we know, the more competitive the course is, less the evasion" shows that this relationship is direct. It also "shows that the solution of the phenomenon of evasion is linked to 'how' the course is sought after by applicants. Thus, in the case of a strategic plan for the advertisement of Fatec Itapetininga, the suggestions can be ordered as follows:

First, the development of actions in partnership with institutions of high school, which allows contact between Fatec teachers and senior high school students. Actions must be planned with the objective of preparing lectures, workshops or any other teaching activity with these students. Because these activities are not mandatory, they are not part of the students commitment of 'getting good grades to be approved', they must develop an atmosphere of warmth and interest with students. They should be eminently practical and demonstration of some technological procedure which arouses the curiosity of the audience. In this place, relevant information would be given about the Fatec and its courses, as well as labor market, activities and remuneration of technologists.

Second, the implantation of permanent means of advertisement, using primarily television, Internet and billboards, the way it was shown in the research. It is known that FATECs, being public institutions, lack autonomy to make expenditures related to its media advertisement. This, therefore may be more difficult to be implemented, to the extent that government spending does not cover this type of expenditure. However, there is nothing to prevent partnerships between private companies and the Junior Company of the institution (or other means that originate from their own private initiative), in the sense that these actions may be legally effected without incurring any administrative or misconduct acts that compromise the solid administration of each teaching unit.

Third, the implementation of students assistance programs, following the molds of Federal University of Uberlândia - UFU, previously described, referring to the academic issues of organization and control, learning and monitoring students.

Fourth, take effective action seeking ways to reward or subsidize students, without the need of leaving the scope of the academic institution. It would be necessary to strengthen the participation of the Institution Junior Company, so that students who work there in any kind of activity can be financially compensated for their efforts. There are various forms of assistance to private companies, whose services, provided by students, may be paid in exact measure of the costs involved, including the advisory services, guided by their teachers.

Moreover, it is necessary to strengthen the relationship between the academic institution and civil society as a whole (private companies, public institutions, NGOs, etc..) in order to ensure students with paid internship<sup>4</sup>. Meal vouchers, transportation tickets or other types of allowances

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<sup>4</sup> Fatec Itapetininga Director Professor Dr. Isolina Maria Leite de Almeida promoted in the first half of 2011, a "Breakfast with companies" yielding, almost immediately, the hiring of dozens of interns and the promise of new

are not mentioned here, they are usually rights acquired by any worker. The intention is that the trainee receives, in effect, a payment for services rendered.

The suggestions outlined here are not easy to be carried out, but it is precisely the job of organizing a strategic planning that should show ways of acting that could give a concrete form for what is proposed in this work.

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## APPENDIX A

### QUESTIONNAIRE

- 1) Do you intend to go to college? .....Yes No I don't know
- 1a) If yes, which course? \_\_\_\_\_ I don't know
- 1b) If no, why \_\_\_\_\_ I don't know
- 2) Do you know FATEC Itapetininga? ..... Yes No I've heard of
- 2a) If yes, do you know which courses are offered? .....Yes No
- 3) Did you know FATEC is a state college and that courses are free? Yes No
- 4) FATEC Itapetininga has courses in Agribusiness, Informatics, and Foreign Trade. Are you interested in any of them?..... Yes No Maybe
- 5) Which course would you like to have in FATEC Itapetininga? \_\_\_\_\_

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training openings, all paid. On the same year, it was also held a "Breakfast with schools" which greeted school directors, seeking better rapport with the schools that are in the city of Itapetininga.

6) Do you know what a technologist is, do you know what differences there are between a technologist and an engineer?..... Yes No More or Less

7) Did you know courses at FATEC are of higher education level and they last three years? .....Yes No

8) Appoint , in order of your preference, which three best ways of advertisement for FATEC.

Billboards Internet sites TV advertisement School visits School lectures

Newspaper or magazine advertisement Posters Others\_\_\_\_\_

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