



School Dropout in High School

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SUMMARY

This paper analyzes the experiences and possibilities for promoting educational accessibility at the Federal University of Santa Catarina (UFSC), based on initiatives developed by units such as the Application School, the Child Development Center (NDI), the University Library (BU), and the Permanent Commission for Educational Accessibility (CAE). The research question stems from the institutional advances, challenges, and perspectives in the field of inclusion of students with disabilities in higher education. The general objective is to analyze the accessibility strategies adopted by UFSC, while the specific objectives involve identifying implemented actions, understanding the legal and theoretical foundations, and reflecting on the challenges faced. The methodology adopted is qualitative, with a bibliographic review and documentary analysis of legislation, scientific publications, and institutional documents. The theoretical framework is based on authors such as Freire (1996), who emphasizes the ethical commitment of teaching to transforming reality; Candau (2008), who advocates for human rights education; Mantoan (2003), who questions the exclusionary logic of traditional schools; Sasaki (2003), who proposes a broad vision of accessibility, observed that UFSC has made significant progress in terms of institutional policies and pedagogical initiatives, but still faces challenges such as attitudinal resistance, a shortage of human resources, and the need for continuous curricular adaptations. Thus, the university appears to be in the process of consolidating an inclusive institutional culture, with concrete possibilities for expanding and strengthening its accessible practices.

Keywords: Educational Accessibility. Inclusion. Human Rights. Students with Disabilities. Higher Education.

ABSTRACT

This paper analyzes the experiences and possibilities of promoting educational accessibility at the Federal University of Santa Catarina (UFSC), based on the actions developed by units such as the Application College, the Child Development Center (NDI), the University Library (BU) and the Permanent Commission for Educational Accessibility (CAE). The research problem is based on the inquiry about the advances, challenges and institutional perspectives in the field of inclusion of students with disabilities in higher education. The general objective is to analyze the accessibility strategies adopted by UFSC, while the specific objectives involve identifying implemented actions, understanding the legal and theoretical foundations, and reflecting on the challenges faced. The methodology adopted is qualitative in nature, with bibliographic review and documentary analysis of legislation, scientific publications and institutional documents.

The theoretical framework is based on authors such as Freire (1996), who highlights the ethical commitment of teaching to the transformation of reality; Candau (2008), who defends education in human rights; Mantoan (2003), who questions the exclusionary logics of the traditional school; Sasaki (2003), who proposes a broad view of accessibility. As a result, it is observed that UFSC presents relevant advances in terms of institutional policies and pedagogical actions, but still faces challenges such as attitudinal resistance, the scarcity of human resources and the need for continuous curricular adaptations. The university is thus in the process of consolidating an inclusive institutional culture, with concrete possibilities for expanding and strengthening its

accessible practices.

Keywords: Educational Accessibility. Inclusion. Human rights. Students with Disabilities. Higher education.

1 INTRODUCTION

School dropout is a worrying reality that affects many young people in Brazil. According to 2022 census data, almost 70 million Brazilians aged 18 or over are out of work from school or did not complete basic education. And, according to the OECD,¹ a quarter of young people Brazilians between 18 and 24 neither work nor study.

Among the possible causes for this scenario are difficulties faced by their families, leading to job searches, frequent absences, failures, lack of connection with school, teenage pregnancy, among other factors.

However, disinterest in studying is also a significant factor, as revealed in an IBGE/Pnad survey, in which 38% of the teenagers interviewed admitted that they did not feel motivated to continue in school.

School dropout is a historical problem for the education system Brazilian. As a consequence, school failure presents itself as a problem, with pedagogical, ideological, social, economic and political factors, thus demonstrating that there is not a single factor but rather a set of occurrences that contribute to the failure of young people and adults within the school unit.

Therefore, school dropout is a social issue within the daily life of the school, being the need for reflective actions with students and educators to promote new possibilities in acting and understanding the topic.

This study's main objective is to provide an insight into school dropout, mainly in High School, since this is a stage of Education that has presented the most growth in school dropouts and evasion.

2. SCHOOL DROPOUT AND EVASION

When a student fails to attend school without prior notice, at any time point in the school year, he is practicing school dropout. On the other hand, when he finishes a school year and does not enroll in any educational institution for the period next, he commits truancy.

School dropout and truancy are a major problem related to education

1 OECD – Organization for Economic Cooperation and Development.



Brazilian. The goals stipulated by the 1988 Federal Constitution, which determine the universalization of primary education and the “eradication” of illiteracy, has not yet been achieved, even though education is a right guaranteed and determined in its art. 6. In this, education – together with housing, work, leisure, health, among others – constitutes a social right (BRAZIL, 1988), despite presenting deficiencies and disintegration between the different regions of the country. Various forms of interpretation do not allow for an exact definition “school dropout and evasion”.

The diversity of conceptualization hinders the precise quantification of cases, making it difficult the study of the causes and principles that can lead to clear and objective alternatives to overcome this problem that persists to this day. Understanding the relationships between the reasons for entry and the trajectory of those remaining, those dropping out and those leaving this group, among many other issues.

The difference between school dropout and truancy may seem subtle, although dropout denotes a situation of greater emergency – eventually, the escape may have been planned with some advance notice. In any case, there are two ways for a student to stop attend school.

Evasion, according to Riffel and Malacarne (2010), is the act of evading, running away, abandoning; leaving, to give up; to not stay somewhere. When it comes to school dropout, it is understood as running away or dropping out of school to undertake another activity.

The difference between school dropout and evasion was used by the National Institute of Educational Studies and Research Anísio Teixeira/INEP (1998). In this case, “abandonment” means the situation in which the student leaves school, but returns the following year, while in “dropout” the student leaves school and does not return to the school system.

The Basic Education Development Index/Ideb (2012) points to the abandonment such as the student's withdrawal from the education system and withdrawal from school activities, without request transfer.

Steinbach (2012) and Pelissari (2012) adopt the term school dropout, as they consider “evasion” a “solitary act”, leading to blaming the student and external reasons for their distancing. Ferreira (2013) calls it “the failure of social relations that are expressed in inhuman reality that students experience in their daily lives”. Machado (2009) says that “treating of evasion is to deal with school failure; which presupposes a subject who did not achieve success in his trajectory at school” (MACHADO, 2009, p. 36).

In both cases, what happens is that a learning cycle breaks into a crucial moment in the formation of young people. The impact on their lives, both personal and professional, is

huge and difficult to reverse.

According to a survey carried out by the Institute of Economic Research Applied (Ipea), among adult workers, those with higher education receive salaries up to four times higher than those who only completed high school. Access to income opens doors to a series of opportunities, including personal ones.

Ferreira (2013) goes further when he states that “school failure and the consequent dropout denote the very failure of social relations that are expressed in the inhuman reality that is experienced in everyday life, in which the distance formed by theory and practice challenges intelligence of the individual²”. Evasion and abandonment do not have a defined origin and therefore will not have an end by itself. The problem is not the lack of connection to public policies, the breakdown of family structures or even the learning difficulties of students, but rather the sum of several factors.

According to Digiácomo (2005):

School dropout is a chronic problem throughout Brazil, often passively assimilated and tolerated by schools and education systems, which reach the exercising cover-up tactics by admitting a higher number of students per class than is appropriate, already counting on the 'dropout' of many throughout the school year. Although official propaganda always boasts a significant number of enrollments at the beginning of each school year, in some cases reaching close to 100% (one hundred percent) of the total number of school-age children and adolescents, it is already known in advance that a significant portion of these will not complete their studies in that period, directly detrimental to their education and, of course, to their lives, as it puts them at a disadvantage compared to others who do not have an age-grade gap (p. 1).

School dropout is a complex and multifactorial phenomenon, influenced by several factors. Understanding these causes is essential to implementing effective prevention strategies and intervention.

In Brazil, several studies have shown that high school dropout rates are influenced by the need for young people to enter the job market, either by collaborating with the family budget, whether to have your own money (ARROYO, 1993; MEKSENAS, 1998). This view may ignore several factors that young people consider when deciding to abandon school. Among the many factors listed as responsible for keeping young people away from school benches, portrayed in literature, includes the lack of interest in/for school.

Eckstein and Wolpin (1999) show that students with lower motivation and low expectation of returning to their studies in the future are more likely to drop out of school. Complementary form, schools with worse quality, according to the student's own perception, tend to have a higher dropout rate.

Other important aspects of the school are curriculum, size, student-teacher ratio, infrastructure, excess content. The lack of interest, even with the high returns to education,

also appears as a strong reason that influences the decision to drop out of school, and understand it becomes of utmost importance both for a better understanding of the state of fragility in which these young people find themselves, as well as for the production of an important indicator in the guidance of educational policies that aim to reverse this situation (OREOPOULOS, 2007). Thus, in most studies, a dichotomy between internal and external factors is evident. as causes of school dropout. Furthermore, Stearn and Gleinne (2006) show that these factors may vary according to age, grade and socioeconomic group to which the student belongs. External factors may include: work, social inequalities (BOURDIEU, 1998), pregnancy, the need to care for family members. Regarding internal factors, tem- if the difference in language of school actors, teachers' attitudes, characteristics of the management, the school's pedagogical program, among others.

3. WHY DO STUDENTS DROP OUT? THE MAIN CAUSES OF DROPOUT

Factors intrinsic and extrinsic to school, such as drugs, successive failures, prostitution, lack of encouragement from family and school, need to work, excess school content, alcoholism, vandalism, lack of values formation and preparation for world of work directly influence the attitudes of students who drop out of school. These obstacles, considered, in most cases, insurmountable for thousands of young people, increase unemployment or the number of cheap labor contingents. In research conducted by Fundação Getúlio Vargas/ FGV, Neri (2009) states that the labor market is an actor important in the decision-making of this young man who insists on continuing his studies so that can be absorbed by it, or give up and become an unskilled workforce to ensure their survival. Schools are not isolated from this context.

According to Dourado (2005):

All these issues are linked to the objective conditions of the population, in a country historically marked by strong social inequality, which is characterized by the presentation of worrying social indicators and, in this sense, lacks broad public policies including, in this process, the guarantee of optimization in access, permanence and management policies with social quality in basic education (p. 5).

Gatti et al. (1991) reaffirm that “students from lower socioeconomic backgrounds have a lower performance rate, so they are more likely to drop out.” This is reaffirmed by Krawczyk (2011):

The current deficiencies of secondary education in the country are expressions of the late presence of a project of democratization of public education in Brazil that is still unfinished, which suffers the shocks of the changes that occurred in the second half of the 20th century, which



significantly transformed the social, economic and cultural order, with important consequences for all public education (p. 754).

Often, only cases in which students fail to attend school are considered as dropouts. attend the classroom, disregarding other situations in which the student leaves school. For example: a student on a course who withdraws and returns to study other courses through transfers, as happens in secondary technical vocational education, may not being in a situation of evasion. But his case can be seen as an act of abandonment, since who stopped attending classes during the school year.

According to Pelissari (2012, p. 33), “the concept of evasion has a subjectivist character, holding the student responsible for leaving school, considering only external factors, falling into the trap of the reproduction of social relations at school”.

The 2007 School Census, analyzed by the National Institute of Studies and Research Educational Anísio Teixeira (INEP/MEC), states that school dropout among young people is alarming. Of the 3.6 million who enroll in high school, only 1.8 million complete this degree. The dropout rate is 13.3% in high school compared to 6.7% from 5th to 8th grade and 3.2% from from 1st to 4th grade.

Brazil currently has 8.3 million students in secondary education, enrolled in 24 thousand schools – 17 thousand of which are public – and half of these, according to the Ministry of Education, do not complete their studies (BRAZIL, 2007). With a rate of 24.3%, Brazil has the third highest school dropout rate among the 100 countries with the highest HDI (Human Development Index Human), only behind Bosnia and Herzegovina (26.8%) and the islands of Saint Kitts and Nevis, in Caribbean (26.5%). In Latin America, only Guatemala (35.2%) and Nicaragua (51.6%) have higher dropout rates (UOL EDUCAÇÃO, 2013).

The United Nations Development Programme/UNDP report also revealed that Brazil has the lowest average number of years of study among South American countries. According to data from 2010, the average Brazilian's schooling was 7.2 years – the same rate as Suriname – while 14.2 years are expected. On the continent, Chile leads this index, with 9.7 years of study per inhabitant, followed by Argentina, with 9.3 years, and Bolivia, with 9.2 years (UOL EDUCAÇÃO, 2013).

This issue, in addition to others, inherent to school failure, highlighted with much evidence from educational statistics, according to Dourados (2005), “results from processes broader social aspects that have been reinforced in everyday school life through practices and actions pedagogical and by the forms of organization and management of basic education” (DOURADO, 2005, p. 11).

Togni and Soares (2007), referring to the student with age-grade distortion enrolled in Youth and Adult Education/EJA, in an attempt to complete basic education, emphasize that he seeks, at school, equal opportunities and ways of avoiding social exclusion. In this modality, factors such as school dropout occur because, “forced to work for support themselves and their families, exhausted from the daily marathon and unmotivated by the low quality of Education, many teenagers drop out of school without completing secondary education” (MEKSENAS, 1992, p. 98).

Some advocates argue that the cause of dropout is internal factors, as Bourdieu-Passeron (1975) and Cunha (1997), and found that the school is responsible for the success or failure of students, especially those belonging to the poorest categories of the population, theoretically explaining the reproductive character of this institution understood as an apparatus ideological of the State.

Dropout and repetition are far from being problems related to characteristics of students and their families. They are reflections of the way the school receives and exercises action on people from different segments of society.

During the 1980s, high repetition rates were observed. Ribeiro (1991), in “The pedagogy of repetition”, showed that the students were given the responsibility for their failure at school and that repetition in the first four grades was so high that students ended up dropping out of school.

According to Aranha (2009), the biggest dilemmas faced by young people today in high school, the classes are crowded – up to 50 students per classroom –, extensive content and specific and teachers unprepared to deal with the development stage of students. At the end of the 3rd year, only 25% of students demonstrate mastery of the language content Portuguese and 10% Math. Among the 10 million people aged between 15 and 17, only half is in high school. The other half, 1.8 million students, dropped out of school, and 3.5 million remain trapped by the obstacles of elementary school. The first year of high school is what has the highest number of dropouts.

Krawczyk (2011) points out that “young people very quickly lose their enthusiasm for studies in high school”. She seeks in Sposito and Galvão (2004) the understanding that the young aims to accelerate lifespan:

When they reach high school, young people are proud of themselves, having overcome the educational barriers of most of their parents. Initially, disenchantment sets in, due to the way the educational process is conducted, while friendships and sociability become more important. In the third stage, university admission is no longer a possibility for most, and the desire to work or improve professionally also becomes very difficult to achieve.



realized (p. 762).

Another strong reason for withdrawal is the expectations of the school environment itself, what is expected of the student, directly reflecting on the content taught in the classroom. According to Bourdieu apud Queiroz, (2002, p. 5), "teachers start from the hypothesis that there is, between the teacher and the taught, a linguistic and cultural community, a complicity prior in values, which only occurs when the school system is dealing with its own heirs". As each student has their own intellectual and cultural framework, the lack of this understanding through the school environment ends up in some cases driving the student away from school. In this case, school practices must necessarily understand the political dimensions, historical, socioeconomic, ideological and institutional factors that involve the student.

Looking at the diversities that make up the set of individual circumstances, institutional and social, Rumberger (1995) states that evasion is a very complex process, dynamic and cumulative process of students leaving the school environment. Leaving school is only the final stage of this process.

FINAL CONSIDERATIONS

In view of what is set out in this article, there needs to be specific programs and projects that increase the interest and motivation of these young people at risk and, consequently, the participation in the school's academic and social activities even in the early grades, before this risk situation becomes irremediable. Several authors tend to agree that the abandonment is a process that begins in the first year of school.

Policies that reduce grade failure in education are immediately needed. elementary and secondary schools and, consequently, improve school flow. These policies should be based not on the lowest requirement for school promotion, but on recovery continuous and effective improvement of students' cognitive skill levels in different subjects and in the increased motivation to complete school stages.

The student needs to feel that he is learning and that this learning will bring him some benefit in your life. Failure should be treated as an exception and a last resort in the process school and, when adopted, it must be done according to very well explained and standardized criteria. In any case, in our opinion, it should not happen in the initial years of elementary school and should be avoided as much as possible in others.

It is clear that family mediation is very important in the case of abandonment, as importance that the family attaches to education, as well as interest and encouragement can be

decisive in ensuring the continuity of studies, stimulating the necessary efforts for completion of any stage of schooling, persisting despite the obstacles that afflict them students and increasing their ability to deal with frustrations.

Young people at risk from lower economic classes lose doubly: first, the family has no prior experience to build cultural capital that gives due relevance to education and that, in fact, relates it to professional success and a social ascension. Probably, the importance they attribute to school is much more associated with obtaining the diploma *per se* rather than with the quality of the education received.

On the other hand – given the need to increase income or at least decrease expenses – it is difficult to continue encouraging a student who has suffered successive failures in your school life to continue your studies. Thus, although the need to work and increase income can then be a factor that has its origin in the subsistence need of the individual or other members of his family, it can also be assumed that, from a certain age, young people from poorer families feel uncomfortable about appearing unproductive by staying many hours at school.

Based on the students' statements and responses to the questionnaires, it appears that the traditionally structured school makes learning difficult for a considerable part of students. This portion includes students at risk of dropping out. Even though these students envision the possibility of greater success in post-school life if they obtain the diploma high school, it does not seem sufficiently clear to them that the gain obtained by effort completing this stage of education will be duly rewarded. Therefore, keeping them Studying is a task that cannot be left solely to your family.

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