

ARTICLE

STUDENT ASSISTANCE POLICIES AND NON-TEACHING EDUCATORS AT THE FEDERAL INSTITUTES OF EDUCATION, SCIENCE AND TECHNOLOGY

PRISCILA DA SILVA SOARES^{1;2}

ORCID: <https://orcid.org/0000-0002-8807-1916>

CLEDIR DE ARAÚJO AMARAL^{1;3}

ORCID: <https://orcid.org/0000-0002-7221-5364>

EDILENE DA SILVA FERREIRA^{1;4}

ORCID: <https://orcid.org/0000-0002-2224-9777>

¹ Instituto Federal do Acre (Ifac). Rio Branco, AC, Brasil.

² <priscila.soares@ifac.edu.br>

³ <cledir.amaral@ifac.edu.br>

⁴ <edilene.ferreira@ifac.edu.br>

ABSTRACT: This article aims to analyze the Student Assistance Policies (Paes) and the professionals involved in their implementation at the Federal Institutes of Education, Science and Technology (IF) from an educational perspective. To this end, the triangulation of a quantitative-qualitative approach was used to analyze the data obtained through documentary research. Information was obtained about the professionals and PAES of 31 institutes, in which the prediction of support services is under a universal or exclusively selective perspective. There are 2,782 assistants involved in Student Assistance (AE) to serve 473,897 students in the IF. There are a greater number, respectively, of student assistants, social workers, psychologists, and pedagogues. 25 Paes that explicitly provided for universalist programs or actions were identified. However, for such policies to be effective, the number of professionals must be sufficient to guarantee support services from a universal perspective. This aspect of action legitimizes, to Student Assistance professionals, their educating identity which needs to be incorporated by professionals in such a way that it is equally perceived by the academic community and effectively contributes to the development of the educational process.

Keywords: Educational Policies, Professional Education, Technical Education Team, Permanence and Success

ASSISTÊNCIA ESTUDANTIL E EDUCADORES NÃO DOCENTES NOS INSTITUTOS FEDERAIS DE EDUCAÇÃO, CIÊNCIA E TECNOLOGIA

RESUMO: Esse artigo objetiva analisar as Políticas de Assistência Estudantil (Paes) e os profissionais envolvidos na sua execução nos Institutos Federais de Educação, Ciência e Tecnologia (IF) numa perspectiva educativa. Para tanto, partiu-se da triangulação de abordagem quanti-qualitativa para análise dos dados obtidos por meio de pesquisa documental. Foram obtidas informações sobre os profissionais e as Paes de 31 institutos, nos quais se identificou a previsão de atendimento numa perspectiva universal ou exclusivamente seletista. Existem 2.782 servidores envolvidos na Assistência Estudantil (AE), para atender 473.897 estudantes nos IFs. Há maior número, respectivamente, de assistentes de alunos, assistentes sociais, psicólogos e pedagogos. Foram identificadas 25 Paes que previam explicitamente programas ou ações de cunho universalista. Entretanto, para que tais políticas sejam efetivadas é necessário que o número de profissionais seja suficiente para garantir o atendimento numa perspectiva universal. Esse aspecto de atuação legitima aos profissionais da Assistência Estudantil sua identidade educadora que precisa ser incorporada pelo profissional de tal modo que seja igualmente percebida pela comunidade acadêmica e contribua efetivamente para o desenvolvimento do processo educacional.

Palavras-chave: Política Educacional, Educação Profissional, Equipe Técnica de Educação, Permanência e Êxito

POLÍTICAS DE ASISTENCIA AL ESTUDIANTE Y EDUCADORES NO DOCENTES EN LOS INSTITUTOS FEDERALES DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

RESUMEN: Este artículo tiene como objetivo analizar las Políticas de Atención al Estudiante (PAES) y los profesionales involucrados en su ejecución en los Institutos Federales de Educación, Ciencia y Tecnología (IF) desde una perspectiva educativa. Para ello, partimos de la triangulación de un enfoque cuantitativo-cualitativo para analizar los datos obtenidos a través de la investigación documental. Se obtuvo información sobre los profesionales y las Paes de 31 institutos, en los que se identificó la expectativa de atención desde una perspectiva universal o exclusivamente selectista. Hay 2,782 funcionarios involucrados en la Asistencia Estudiantil (AE) para atender a 473,897 estudiantes en el IF. Hay un mayor número, respectivamente, de estudiantes asistentes, trabajadores sociales, psicólogos y pedagogos. Se identificaron 25 Paes que preveían explícitamente programas o acciones de carácter universalistas. Sin embargo, para que tales políticas sean efectivas, es necesario que el número de profesionales sea suficiente para garantizar la atención en una perspectiva universal. Este aspecto de actuación legitima a los profesionales de Asistencia al Estudiante su identidad educativa que necesita ser incorporado por el profesional de tal manera que sea igualmente percibido por la comunidad académica y contribuya efectivamente al desarrollo del proceso educativo.

Palabras clave: Políticas Educativas, Educación Profesional, Equipo de Educación Técnica, Permanencia y Éxito

INTRODUCTION

The Federal Institutes of Education, Science, and Technology make up the Federal Network of Professional, Scientific, and Technological Education and have the same purposes, characteristics, and objectives according to Law number 11,982 of 2008 (BRASIL, 2008a). In these institutions, Student Assistance (AE) actions are developed, aiming to contribute to the access, permanence, and success of their students.

The National Student Assistance Program (Pnaes- *Programa Nacional de Assistência Estudantil*), established by Decree nº 7234/2010, establishes the actions that can be developed, such as food, transportation, student housing, daycare, sports, culture, digital inclusion, health care, support pedagogy, access, participation and learning of students with disabilities, global developmental disorders, high abilities and giftedness (BRASIL, 2010).

The actions that the decree deals with can be carried out through financial aid programs or scholarships, of a select nature, since they intend to serve a group of students with a certain economic profile (primarily from public schools and with a per capita income of up to a minimum wage and a half), although other criteria within the socioeconomic profile are considered by most institutes.

The technical teams responsible for the implementation of Student Assistance Policies (*Políticas de Assistência Estudantil*) in the institutes are, in general, composed of social workers, psychologists, pedagogues, nurses, nutritionists, among other professionals who are related to the service to students following the policy of each institution (SOARES; AMARAL, 2022).

Expanding the educational potential of student assistance, Dutra and Santos (2017) postulate the universalist aspect, in which it provides the service to all students, regardless of the economic situation, and financial transfer, intended to act on various issues that may interfere with the student performance and, consequently, in their citizen education process, which is in line with the training project for the world of work, considering the assumptions of an omnilateral education proposed for the Federal Network.

Taking into account that studies on AE predominantly focus on financial aid, therefore, restricted to the selectist character of student assistance and, given the potential contribution to the educational process from the universalist perspective in federal institutes, this study aims to analyze the Student Assistance Policies and the professional categories involved in their execution in the Federal Institutes of Education, Science and Technology from an educational perspective.

METHODOLOGICAL PROCEDURES

This is an exploratory study with a quantitative-qualitative approach because qualitative research focuses on aspects of reality that cannot be quantified. In it, the scientist is, at the same time, the subject and object of his research, focusing on understanding and explaining the dynamics of social relations. On the other hand, quantitative research uses mathematical language to present the causes of a phenomenon and the relationships between variables. The joint use of both allows for gathering more information than could be obtained in isolation (FONSECA, 2002).

Through the documental research procedure, to obtain the data, we sought information about positions and the number of assistants involved with student assistance in federal institutes, except for Ifac, since the information was already available. To this end, we use the Integrated Platform for Ombudsman and Access to Information of the Comptroller General of the Union (<https://falabr.cgu.gov.br>), which obliges public institutions to provide citizens with public information under the terms of the Law. number 12,527 of 2011.

Requests for information were made from September 10 to October 19, 2020, in which we received a response from 30 institutes, totaling information from student assistance professionals from 31 institutions among the 38 existing in the Federal Network.

The number of students enrolled in each of the 31 federal institutes in our sample was identified in the Nilo Peçanha Platform 2020, the base year of 2019

(<http://plataformanilopecanha.mec.gov.br/2020.html>), to support the analysis of the relationship AE professionals and students. We exclude Initial and Continuing Education courses due to their short duration and students are not fully covered by Student Assistance Policies.

The regulations that regulate Student Assistance at an institutional level were searched on the IF portals and the Google search site. However, when there was no possibility of locating them on the electronic sites, they were requested, through an email group, the servicossocialifectbrasil@googlegroups.com, which is composed of most social workers from universities and federal institutes, and requested via a WhatsApp group, which includes the managers of this policy in the institutions. We found 30 resolutions that deal with the Student Assistance Policy (Paes), except the Federal Institute of Rio Grande do Norte whose regulations focus exclusively on aid.

To carry out an exploratory analysis of the national, regional, and institutional scenario, we distributed the AE professionals occupying higher-level positions (social worker, nutritionist, pedagogue, psychologist, and technician in educational matters) by students, using the following equation:

$RPA = (N/A) * 1000$, where:

RPA professional ratio of student assistance per student;

N total number of assistants/professionals;

A total number of students;

1000 benchmark for comparability, that is, the RPA value for every thousand students.

RESULTS AND DISCUSSION

In the surveys on the regulations that stipulated the positions/professions that should/could make up the technical team to assist students, we identified the National Student Assistance Plan proposed by the board of the National Association of Directors of Federal Institutions of Higher Education (*Andifes- Associação Nacional dos Dirigentes das Instituições Federais de Ensino Superior*) in 2007/2008, which mentions the need for a public tender for technical-administrative employees: social workers, psychologists, nutritionists, among others, taking into account the specificities of each region and institution (ANDIFES, 2007).

In addition to these data, Piana (2009), based on Vieira (1977), states that social work in education emerged in the United States in 1906 with the designation, by the Social Centers, of visitors to verify the reasons why families did not send their children to school, the reasons for dropping out of school or the children's lack of achievement, as well as their adaptation to school. In several countries, there was also care for children, many victims of abuse by parents or guardians, who did not receive the necessary guidance for their development.

This work, entitled School Social Service, comprised a multidisciplinary team together with psychologists and teachers to assist students with learning problems, which marks that education was already a field of action for psychologists as well (PIANA, 2009).

The author states that, in Brazil, there are historical reports that the beginning of the School Social Service took place in 1946, in the states of Pernambuco and Rio Grande do Sul. The activities were aimed at identifying social problems that reflected in the student's performance; intervening in school situations considered defects or social abnormality; and promoting actions that would provide students with adaptation to their environment and the social balance of the school community (PIANA, 2009; YANNOULAS; GIROLAMI, 2017).

In the subsidies for the performance of social workers in education, the inclusion of systematic actions for the debate on Social Work in Education by the Federal Council of Social Work/Regional Council of Social Work, Cfess/Cress (*Conselho Federal do Serviço Social/Conselho Regional do Serviço Social*), respectively, dates from the 2000s (CFESS, 2012).

These data take us back to previous discussions with Andifes in the social worker and the psychologist in the school context. As for the other professionals, except for the pedagogue, which is a position inherent to education, we did not identify the origin of the work in this environment. However, they are commonly considered in healthcare teams.

In the survey of these professionals in the context of professional education, we found that in 31 of the 38 federal institutes there is no uniformity in the positions that make up student assistance. Some institutes have all the areas listed, while others do not. There are specific positions that are not commonly part of the technical team for student assistance, but which, according to the information provided, are part of the teams of some IFs. They are occupational safety technicians, oral health technicians, occupational safety engineers, laundry machine operators, watchers, administrators, cleaning assistants, cooks, bakers, kitchen assistants, and teachers, among others who are not part of the analysis at present.

We also observed that the nomenclature of the student service sector is quite diverse. The following stand out: Student Assistance; Assistance to Student; Integrated Educational Support and Monitoring Service; Nucleus of Educational Administrative Management and Assistance to the Student, among which the first expression predominates.

In addition, most campuses do not have assistants in all the positions proposed by Andifes (2007), showing that in some units, students do not have assistance from a specific professional, they are assisted in nearby units or referred to assistance outside the institutional spaces.

Considering the professionals indicated by Andifes (2007), there is a predominance of social service professionals, followed by psychology and pedagogy working in the AE, but the position with the largest number of assistants is that of student assistant, which is potentially an underestimated number since this server can often work linked to another sector (Chart 1).

Chart 1 – Assistants working in the Student Assistance Policy at the Federal Institutes of Education, Science, and Technology. Brazil, 2020.

Instituto Federal	Units	Administrative Assistant	Student Assistant	Social Assistant	Nurse	Doctor	Nutritionist	Dentist	Pedagogue	Psychologist	Tech. in Educ. Affairs	Nursing Techn./Assis.	Laboratory technician	Libras Translator/Interpreter
Ifac	7	2	-	9	-	-	1	-	6	4	5	-	-	-
Ifal	18	7	10	19	16	4	14	5	2	16	4	19	6	-
Ifap	5	-	1	4	3	2	-	-	-	2	3	4	-	-
IFB	10	5	24	13	-	-	-	-	5	9	5	-	-	-
Ifba	22	8	14	23	6	2	13	1	29	13	12	6	-	13
IF Baiano	14	7	38	10	12	2	9	6	2	10	2	9	-	1
IFC	14	7	22	12	3	-	2	1	9	10	6	3	-	1
IFCE	-	-	-	45	-	-	-	20	-	31	-	-	-	-
Iffar	12	-	30	10	7	7	10	10	-	9	1	-	-	-
IF Fluminense	12	10	6	14	1	3	8	3	6	6	8	5	1	5
IFG	14	2	1	17	-	3	-	2	2	11	1	6	-	1
IF Goiano	12	5	18	4	2	2	5	4	3	5	4	5	1	1
Ifma	30	4	12	27	19	17	8	10	-	24	1	29	-	-
IFMG	19	6	15	14	1	2	2	3	1	5	5	3	1	2
IFMS	11	-	26	13	9	-	1	-	18	8	18	-	-	2
IFMT	19	2	23	11	4	-	1	1	8	9	9	3	-	10
IFNMG	12	3	24	11	2	5	5	4	1	8	1	5	-	1
IFPA	19	4	18	18	4	1	5	-	6	6	8	4	1	2
IFPB	15	-	-	27	5	15	8	6	29	12	32	22	-	33
IFPE	16	5	27	18	5	2	4	5	5	18	6	7	-	8
IFPI	21	4	21	21	4	1	8	2	17	11	18	4	1	2
IFPR	-	2	43	26	-	-	1	-	36	16	18	1	-	14
IFRN	22	13	-	44	5	25	10	18	-	16	-	29	3	-
Ifro	10	4	32	11	9	-	3	-	10	8	-	3	-	7
IFRR	5	2	3	6	5	3	1	2	1	5	4	6	-	3
IFRS	18	6	20	15	3	1	3	1	13	15	4	1	-	2
IFSC	-	16	35	24	-	1	3	1	44	18	38	2	12	2
IF Sertão-PE	7	2	18	2	7	3	4	2	5	6	6	6	-	9
IF Sul	14	-	-	2	-	-	1	-	1	-	1	-	-	-
IF Sul de Minas	8	8	12	11	4	1	3	2	4	7	4	4	1	2
IFTO	12	5	18	13	8	2	3	1	10	5	5	9	1	2
Total	-	139	511	494	144	104	136	110	273	323	229	195	28	123

Source: Federal Institutes according to information from the Integrated Platform for Ombudsman and Access to Information (2020).

As attributions of some of the professionals listed that demarcate the contribution to the universal aspect of AE, it is foreseen for the social worker to act in the expansion of the conditions of access and permanence of the population in the different levels and modalities of education. However, it is not limited to students or individual approaches, as it involves actions with the entire academic community (families, teachers, other education workers, and managers), professionals, and networks that make up other social policies, not only individual but also collective (CFESS, 2012).

The psychologist carries out research, diagnosis, and psycho-pedagogical intervention, individually or in groups, collaborates for the understanding and the change in the behavior of educators and students, in the teaching-learning process, in interpersonal and intrapersonal relationships, always referring to the political, economic, social and cultural, and participates in the elaboration of plans and policies related to education, to promote the quality and democratization of education (CFP, 1992).

The nutritionist is predominantly linked to the management and execution of the National School Feeding Program (Pnae- *Programa Nacional de Alimentação Escolar*). CFN Resolution n° 465

highlights some of the attributions of this professional: the proposition and implementation of ongoing food and nutrition education actions for the school community, including promoting ecological and environmental awareness and the participation of multidisciplinary teams aimed at any actions related to food school. The aforementioned regulation also provides for the minimum number of professionals depending on the number of students per executing entity, for example, for each group of 2501 to 5000 students, 1 nutritionist technician and 3 nutritionists are required to compose the technical staff, with a workload of 30 hours. (CFN, 2010).

The attributions of the Technician in Educational Matters are still surrounded by discussions and, sometimes, these professionals are diverted from their higher-level functions and act more in administrative demands. However, their role can be equated with those of pedagogues, especially if considering the letter nº 015/2005 of the Ministry of Education which, despite having been rendered ineffective in 2017, presents the attributions described in the tender notices. Among them, we highlight the following: planning, supervising, analyzing, and reformulating the teaching-learning process, and creating or modifying educational processes in conjunction with other elements of the educational system to provide comprehensive education for students (LINKOWSKI, 2019).

In addition to the specific attributions that these professionals can develop, Peduzzi et al. (2013, p. 979) emphasize that “the articulation of actions and the collaboration of professionals from different areas requires the maintenance of the specificities of each area”. In other words, the team must be composed of all the professionals provided for, to have effective work, given the need to consider the psychological, social, and pedagogical dimensions of the students (TAUFICK, 2014).

This interdisciplinary work is based on the dialectical character of social reality that is, at the same time, unique and diverse and forces us to distinguish the limits of the subjects who investigate the limits of the researched object. Delimiting an object for investigation is not fragmenting it, or limiting it, that is, even if there is a need to delimit a particular problem, it does not mean abandoning the multiple determinations that constitute it, remaining the importance of multidisciplinary work (FRIGOTTO, 2008).

In the federal institutes together, for every thousand students there are three student assistance professionals. In the joint analysis of professionals by IF, we observed the best results in the professional/student relationship in IFMS (7.31), IFSC (6.21), and Ifac (5.87). While the worst results in this relationship are the IFSul (0.33), the IFGoiano (1.43), and the Ifap (1.58).

In the global analysis by professional category, there are about 1 social worker, 0.68 psychologists, and 0.58 pedagogues for every thousand students. When the analysis focus on information from the institutes by region, we have the highest number of professionals in the South (3.48) and Northeast (3.16), while the Midwest has the lowest ratio (2.78).

The best relationships by professional category in the institutes were observed in Ifac (2.11) for social workers, in Iffar (1.11) for nutritionists, in IFMS (2.27), followed by IFSC (2.15) for pedagogues, the IFRR (1.31) for a psychologist and the IFMS (2.27) for a technician in educational matters (Table 1).

Table 1 – Student Assistance Professionals per student in the Federal Institutes of Education, Science and Technology. Brazil, 2020.

Institute/ Region	Units	Total of Students	Social Workers		Nutritionist		Pedagogue		Psychologist		Tech. in Educational Affairs		Total de Professionals ¹	
			N	(N/A) x1000	N	(N/A) x1000	N	(N/A) x1000	N	(N/A) x1000	N	(N/A) x1000	N	(N/A) x1000
North	58	54949	61	1.11	13	0.24	33	0.60	30	0.55	25	0.45	162	2.95
Ifac	7	4256	9	2.11	1	0.23	6	1.41	4	0.94	5	1.17	25	5.87
Ifap	5	5698	4	0.70	-	-	-	-	2	0.35	3	0.53	9	1.58
IFPA	19	15239	18	1.18	5	0.33	6	0.39	6	0.39	8	0.52	43	2.82

¹ Professionals: Social Worker, Nutritionist, Pedagogue, Psychologist and Technician in Educational Affairs; N = total number; (N/A) x 1000 = Number of Student Assistance Professionals (N) divided by the total number of students (A), multiplied by one thousand students.

Ifro	10	14266	11	0.77	3	0.21	10	0.70	8	0.56	-	-	32	2.24
IFRR	5	3817	6	1.57	1	0.26	1	0.26	5	1.31	4	1.05	17	4.45
IFTO	12	11673	13	1.11	3	0.26	10	0.86	5	0.43	5	0.43	36	3.08
Mid-west	66	64637	58	0.90	7	0.11	36	0.56	42	0.65	37	0.57	180	2.78
IFB	10	11017	13	1.18	-	-	5	0.45	9	0.82	5	0.45	32	2.90
IFG	14	11512	17	1.48	-	-	2	0.17	11	0.96	1	0.09	31	2.69
IFGoiano	12	14719	4	0.27	5	0.34	3	0.20	5	0.34	4	0.27	21	1.43
IFMS	11	7930	13	1.64	1	0.13	18	2.27	8	1.01	18	2.27	58	7.31
IFMT	19	19459	11	0.57	1	0.05	8	0.41	9	0.46	9	0.46	38	1.95
Northeast	165	202986	236	1.16	78	0.38	89	0.44	157	0.77	81	0.40	641	3.16
Ifal	18	14983	19	1.27	14	0.93	2	0.13	16	1.07	4	0.27	55	3.67
IFBA	22	23640	23	0.97	13	0.55	29	1.23	13	0.55	12	0.51	90	3.81
IFBaiano	14	11826	10	0.85	9	0.76	2	0.17	10	0.85	2	0.17	33	2.79
IFCE	-	33623	45	1.34	-	-	-	-	31	0.92	-	-	76	2.26
IFMA	30	28054	27	0.96	8	0.29	-	-	24	0.86	1	0.04	60	2.14
IFPB	15	22888	27	1.18	8	0.35	29	1.27	12	0.52	32	1.40	108	4.72
IFPE	16	19355	18	0.93	4	0.21	5	0.26	18	0.93	6	0.31	51	2.63
IFPI	21	19097	21	1.10	8	0.42	17	0.89	11	0.58	18	0.94	75	3.93
IFRN	22	23431	44	1.88	10	0.43	-	-	16	0.68	-	-	70	2.99
IFSertão-PE	7	6089	2	0.33	4	0.66	5	0.82	6	0.99	6	0.99	23	3.78
Southeast	51	77666	76	0.98	19	0.24	48	0.62	42	0.54	36	0.46	221	2.85
IFFluminense	12	14121	14	0.99	8	0.57	6	0.42	6	0.42	8	0.57	42	2.97
IFMG	19	13935	14	1.00	2	0.14	1	0.07	5	0.36	5	0.36	27	1.94
IFNMG	12	14745	11	0.75	5	0.34	1	0.07	8	0.54	1	0.07	26	1.76
IFPR	-	21618	26	1.20	1	0.05	36	1.67	16	0.74	18	0.83	97	4.49
IFSul de Minas	8	13247	11	0.83	3	0.23	4	0.30	7	0.53	4	0.30	29	2.19
South	58	73659	63	0.86	19	0.26	67	0.91	52	0.71	50	0.68	251	3.41
IFC	14	12378	12	0.97	2	0.16	9	0.73	10	0.81	6	0.48	39	3.15
IFFar	12	9007	10	1.11	10	1.11	-	-	9	1.00	1	0.11	30	3.33
IFRS	18	16662	15	0.90	3	0.18	13	0.78	15	0.90	4	0.24	50	3.00
IFSC	-	20443	24	1.17	3	0.15	44	2.15	18	0.88	38	1.86	127	6.21
IFSul	14	15169	2	0.13	1	0.07	1	0.07	-	-	1	0.07	5	0.33
Total	-	473897	494	1.04	136	0.29	273	0.58	323	0.68	229	0.48	1455	3.07

Source: Created by the authors (2021).

The cultural, social, and economic diversity of the country is revealed in the distribution of professionals working in student assistance by groups of one thousand students. This scenario, as far as we know not been evaluated, leads us to some questions directly related to the performance of EA: how to develop an efficient work in the face of such high demand? How are students who need specific assistance in units/IF where there are no certain professionals?

Such questions gain greater importance when considering the performance of student assistance in a universal perspective, which, regardless of economic issues, becomes an even greater challenge and requires the deployment of teams that face the increasingly complex demands that have repercussions on educational processes as a result of the relations of society that Bauman (2001) called liquid modernity.

In the context of increasing psychological and emotional disorders, such as anxiety, especially during the Covid-19 pandemic, which in addition to expanding these disorders, also increased the demand for work of professionals. However, even they have suffered from these problems due to the increased demands of the academic community, which makes the performance of these universal actions even more challenging (BARROS; et al., 2020).

For Dias (2020), in the 21st century, individuals are expected to overcome themselves, perform and innovate, making them always want to produce more and better. The pandemic seems to be accelerating all that. For the author, “we can understand the virus as a mirror of the society described by Han (2017), as the society of tiredness” (p. 565).

In addition to these emotional issues, it is important to place others that also involve the teaching-learning process in a perspective of totality. Among them, we find the high rate of unemployment and/or underemployment, ethnic, age, social, economic, political, and cultural diversities that mark the existence of the individual, which if not properly addressed can affect school performance (REIS, 2018).

A recent study published by Andifes (2021), carried out with students from universities in Brazil, lists as difficulties that impact academic performance: sexual, physical, and psychological violence, maternity or paternity, conflicts of values, discrimination and prejudice, health problems, learning difficulties, family relationships, financial difficulties, emotional problems, lack of discipline, excessive student workload, adaptation to new situations, among others, with the last five being the most representative. This entity states that the biggest challenges of student assistance to increase the academic performance of students (in that order) are related to the “expansion of direct transfers (scholarships), the coverage of mental health actions and the pedagogical follow-up and reception actions” (p. 33).

As we have already pointed out in a previous study, the performance of student assistance teams “involves material and symbolic factors that may correspond to the student’s interests and desires, to relationships established in the school environment, to personal and/or family, and socioeconomic and cultural situations” (SOARES; AMARAL, 2022).

Within the teaching units of federal institutes, in the day-to-day professional and technological education, characterized by a demanding routine, especially for adolescents of integrated technical education, the National Student Assistance Program and its local correspondents need to be implemented by the technical student assistance teams. The success of this work represents the achievement of the central objectives, which are access, permanence, and student success.

On the other hand, structuring factors, such as the composition of teams, can limit or even make the achievement of such objectives unfeasible. Therefore, it is necessary to strengthen the educational, budget, and people management policy, as well as the recognition of the importance of this agenda in the discussions of management at the macro level.

There is a project in progress in the Chamber of Deputies, PL nº 3145-A of 2008, which provides for the hiring of social workers and amends law nº 8662/93, which provides for the profession of social worker, with a proposal to that “educational establishments must hire and maintain at least one social worker for each group of 800 students, and those who exceed this limit will obey the proportionality of one more, for each group of 800 students or fraction” (BRASIL, 2008b, p. 9).

Despite being rejected by separate votes in the Social Security and Family Commission, the project was unarchived and is still in progress. If approved, it could represent an achievement for this category and set precedents for the struggle of other professions.

As already discussed, although there is no national regulation on the composition of multidisciplinary student assistance teams, 26 of the 31 Student Assistance Policies (Paes) were analyzed to provide the technical framework necessary for their implementation. It is important to highlight that this technical team must usually compose each unit, given the unfeasibility of distance service and the absence of links between these professionals and the students.

Student Assistance Policies of the Federal Institutes of Education, Science, and Technology

The analysis of the regulations that deal with Student Assistance in the IF allowed us to identify that, in general, most resolutions have some aspect that identifies it as a universal service, whether in the objectives, principles, guidelines, programs, or functions of the teams. In our mapping, we focused on the explicit prediction of universal care from the analysis of specific programs or actions. With this criterion, the policies of only six institutes do not fit into the provision of universal care (Chart 2).

Chart 2 – Universal Service in Student Assistance Regulations at Federal Institutes of Education, Science and Technology

Federal Institute	AE Regulation	Yes/No	Identifier of the Universal Service Forecast by the Standard
Ifac	Resolution 35/2018 - Regulates the Student Assistance Policy	Yes	Chapter I – Universal Programs. Art. 16 – intended for all students with regular enrollment and attendance.
Ifal	Resolution 16/2017 - Student Assistance Policy	Yes	Chapter V – Universal Programs and their regulations. Art. 12 - aimed to assist students, according to their needs and demands, without selection criteria.
Ifap	Resolution 37/2019 - Approves the reformulation of the Student Assistance Policy	Yes	Chapter VII – On the universal axis. Art. 32. consists of the development of actions aimed at regularly enrolled students, regardless of socioeconomic status
IFB	Resolution 41/2020 - Approves the Student Assistance Policy	Yes	Section I – Universal Axis. Art. 9 concerns care, reception, monitoring and other activities aimed at students carried out by the CDAE team.
Ifba	Resolution 25/2016 - Guidelines and standards of the Student Assistance Policy	Yes	Title III – Universal Programs. Art. 82 to develop actions for all students regularly enrolled through projects that meet the criteria of each program proposed in these standards.
IFBaiano	Resolution 01/2019 - Establishes the Student Assistance Policy	Yes	Art. 15, items VII and VIII, VII - Health Prevention and Assistance Program - PRO-SAÚDE and Psychosocial and Pedagogical Monitoring Program - PROAP, respectively.
IFC	Resolution 5/2019 - Student Aid Program	No	It only provides financial aid.
IFCE	Resolution 24/2015 – Student Assistance Policy; and Resolution 14/2019 - Regulation for Granting Student Aid	Yes	Art. 14. Universal and specific programs will be developed, to broadly assist the target audience with the profile provided in the program description.
Iffar	Resolution 12/2012 - Student Assistance Policy	Yes	Art. 6, items III and IV – Didactic-pedagogical support and health care, respectively.
IFFluminense	Resolution 39/2016 - Student Assistance Program	No	It only provides financial aid and scholarships.
IFG	Resolution 08/2016 - Student Assistance Policy	Yes	Art. 7, items VIII and IX – Health care program and psychosocial support program, respectively.
IFGoiano	Resolution 43/2016 - Student Assistance Policy	Yes	Art. 10, items VIII, IX, X, XII, and XIV - Center for accessibility, health care, psycho-pedagogical monitoring, training for citizenship, and education for diversity
Ifma	Resolution 64/2014 - Regulation of Student Assistance Policy	Yes	Chapter VII - Universal programs
IFMG	Resolution 09/2020 - Student Assistance Policy	Yes	Chapter V, Section I - Universal programs
IFMS	Resolution 001/2018 - Student Assistance Policy	Yes	Art. 12, item V - Pedagogical, psychosocial, and health monitoring program.
IFMT	Resolution 94/2017 - Student Assistance Policy and Resolution 95/2017 - General Regulation of Student Assistance Policy	Yes	Art. 16, item I - Universal Program, and Art. 9, item I – Universal service program.
IFNMG	Student Assistance Regulation - Approved in 2017, revised in 2019	Yes	Art. 4, item VI, VIII, IX, XIII, XV – Citizenship education program, health care, psychological support, Renovar, the incentive to citizenship training.
IFPA	Resolution 07/2020 - Regulates the Student Assistance Policy	No	It only provides financial aid.
IFPB	Resolution 16/2018 - Validation of Resolution-AR 25, of 06/21/2018, which approves the reformulation of the Student Assistance Policy	Yes	Art. 6, items IV, VIII, and IX - Health Care and Promotion Program, Culture, Art, Sports, and Leisure Incentive and Promotion Program, and Pedagogical Support Program
IFPE	Proposal of Student Assistance Policy (2012)	Yes	Item 7.3.1 – Biopsychosocial monitoring program.

IFPI	Resolution 14/2014 - amended by Resolutions 31/2014 and 27/2016 - Student Assistance Policy	Yes	Chapter V, Section I - Universal Programs.
IFPR	Resolution 11/2009 - Student Support Policy	No	It only provides financial aid.
Ifro	Resolution 23/2018 – Regulates AE programs; Resolution 26/2018 - Access, Permanence, and Success Policy	Yes	Item 9.1.1, the item I – universal service to students. Title II, Chapter I – Universal care.
IFRR	Resolution 486/2020 - Student Affairs Policy Regulations	Yes	Art. 2, § 5 - Health Care and Promotion is a universal service intended for all regularly enrolled students, regardless of the budgetary allocation of the AE.
IFRS	Resolution 86/2013 - Student Assistance Policy	Yes	Art. 5, item II, subparagraph e-health care; item III - academic follow-up, comprising actions of a psychological, pedagogical, and social nature, in an interdisciplinary perspective.
IFSC	Resolution 01/2010, republished in 2014 - Regulates Student Assistance	Yes	Art. 5, the item I - universal service to students.
IFSul	Resolution 56/2015 - Regulation of Student Assistance Policy	Yes	Art. 30, item V – biopsychosocial-pedagogical monitoring;
IFSul de Minas	Resolution 38/2020 - Student Assistance Policy	Yes	Item 11.1, 11.2, and 11.3 – Biopsychosocial and Pedagogical Monitoring Program; Health Assistance Program and Food and Nutrition Education Program, respectively.
IFTO	Resolution 24/2020 - Student Assistance Policy	No	Chapter XV – Actions on the Universal Axis. Despite this prerogative, these depend on financial subsidies to meet the activities linked to the areas of Teaching, Research, Extension, and Student Affairs.
IFRN			We did not find a regulation for the policy in general, only regulations on aid.
IF Sertão de Pernambuco	Resolution 46/2015 - Student Assistance Policy	Yes	Item 7. Universal Programs. They aim to assist all students.

Source: Created by the authors (2021).

In the process of building the Student Assistance Policy in Brazil, the discussions were based on different aspects, depending on the place/position from which it was discussed, which favored the proposition of different conceptions, with a dispute of perspectives around what would be considered an ideal AE (DUTRA; SANTOS, 2017). For the authors,

[...] an AE policy should not be limited to the design and implementation of mechanisms aimed only at the low-income population, but should also be concerned with principles of universal care. However, in the current scenario, it has not been possible to meet the demand universally, not even for those said to be in a situation of socioeconomic vulnerability (DUTRA; SANTOS, 2017, p. 165-166).

The statement shows the difficulties in implementing student assistance from a universal perspective given the high demand of the academic community for services (among them scholarships and grants) and the small number of professionals to attend. Prada and Surdine (2018) state that despite the importance of regulating the programs, the prioritization of selective programs is observed to the detriment of universal ones, since there is a lack of material conditions for their implementation in institutions.

For the authors, “how Pnaes is regulated promotes a dispute over the number of resources destined for universal and selective programs, and what prevails is the focus, selectivity, and residuality” (PRADA; SURDINE, 2018, p. 285), even selective programs do not assist all students, a priority public of Pnaes, even less the programs considered universal can meet and guarantee the participation of all students.

FINAL CONSIDERATIONS

The student assistance policy was born with a focus to meet mainly the demands of students with financial difficulties to remain in the course. On the other hand, the analyzed professions start in education with universal goals related to personal, family, social, and health demands, among others. Are these factors contributing to the dispute over AE conceptions? Perhaps the intersection of these demands is the challenge, mainly because there are few professionals and low financial and political incentives to meet all of them, especially in the context of budget reductions and restrictions of rights experienced in the country in recent years.

There are many difficulties in implementing the Student Assistance Program from a universal perspective. There are demands from the academic community that requires preventive and punctual actions with qualified technical staff and in sufficient quantity so that this service does not occur to the detriment of the physical and psychological health of professionals.

It is important to point out that even though these professionals have attributions of paramount importance in the formal educational process from a perspective of citizen training, which can contribute to the referral and minimization of economic, personal, family, social and pedagogical issues, it should not be attributed only to them the responsibility to guarantee the permanence and good performance of the students, considering that these issues depend on a series of factors that include the student, the family, the teachers, the curriculum, institutional management, other members of the school and other external factors to the institution.

Also, acting in the universal perspective legitimizes the Student Assistance professional's educational identity and needs to be incorporated by the professional in such a way that it is equally perceived by the academic community (students and assistants). Only in this way will each professional, whether psychologist, social worker, pedagogue, technician in educational matters, or nutritionist, stop being a technician in their specific professions and will start to behave as effective educators, an identity mistakenly associated exclusively with teachers.

The translation of this article into English was funded by Coordenação de Aperfeiçoamento de Pessoal de Nível Superior – CAPES-Brasil.

REFERENCES

ASSOCIAÇÃO NACIONAL DOS DIRIGENTES DAS INSTITUIÇÕES FEDERAIS DE ENSINO SUPERIOR. *Plano Nacional de Assistência Estudantil*. Brasília, DF: Andifes, 2007.

ASSOCIAÇÃO NACIONAL DOS DIRIGENTES DAS INSTITUIÇÕES FEDERAIS DE ENSINO SUPERIOR. *Caderno Temático III - A demanda potencial e o público-alvo da assistência Estudantil*. Brasília, DF: Andifes, 2021.

BARROS, Marilisa B.A.; LIMA, Margareth G.; MALTA, Déborah C.; et al. Relato de tristeza/depressão, nervosismo/ansiedade e problemas de sono na população adulta brasileira durante a pandemia de COVID-19. *Epidemiologia e Serviços de Saúde*, Brasília, v. 29, n. 4, p. 1-12, 2020.

BAUMAN, Zigmunt. *Modernidade Líquida*. Tradução Plínio Dentzien. 1 ed. Rio de Janeiro: Zahar, 2001.

BRASIL. *Lei nº 11.892, de 29 de dezembro de 2008*. Institui a Rede Federal de Educação Profissional, Científica e Tecnológica, cria os Institutos Federais de Educação, Ciência e Tecnologia, e dá outras providências. Brasília, DF: Presidência da República, 2008a.

BRASIL. Congresso Nacional. *Projeto de Lei nº. 3145-A*, de abril de 2008. Dispõe sobre a contratação de assistentes sociais. Brasília, DF: Câmara dos deputados, [2008b].

BRASIL. *Decreto nº 7234, de 19 de julho de 2010*. Dispõe sobre o Programa Nacional de Assistência Estudantil. Brasília, DF: Presidência da República, [2010].

BRASIL. Ministério da Educação. *Plataforma Nilo Peçanha*. Aba 1.4 Situação de matrícula. Brasília, 2020. Disponível em: <http://plataformanilopecanha.mec.gov.br/2020.html> Acesso em: 23 jul. 2021.

BRASIL. Controladoria Geral da União. *Fala.BR - Plataforma Integrada de Ouvidoria e Acesso à Informação*. Aba Acesso à Informação. Brasília, 2021. Disponível em: <https://falabr.cgu.gov.br/publico/Manifestacao/SelecionarTipoManifestacao.aspx?ReturnUrl=%2f> Acesso em: 15 jan. 2021.

CONSELHO FEDERAL DE NUTRICIONISTAS. *Resolução CFN nº 465, de 23 de agosto de 2010*. Dispõe sobre as atribuições do Nutricionista, estabelece parâmetros numéricos mínimos de referência no âmbito do Programa de Alimentação Escolar (PAE) e dá outras providências. Brasília – DF, 2010.

CONSELHO FEDERAL DE PSICOLOGIA. *Atribuições Profissionais do Psicólogo no Brasil*. Brasília – DF, 1992. Disponível em: <https://site.cfp.org.br/legislacao/leis-e-normas/> Acesso em: 4 ago. 2021.

CONSELHO FEDERAL DE SERVIÇO SOCIAL (CFESS). *Subsídios para atuação de assistentes sociais na política de educação*. Série Trabalho e Projeto Profissional nas Políticas Sociais. Brasília – DF, 2012.

DIAS, Érika. A Educação, a pandemia e a sociedade do cansaço. *Ensaio: avaliação e políticas públicas em Educação*, Rio de Janeiro, v.29, n.112, p. 565-573, jul./set. 2021.

DUTRA, Natália G.R.; SANTOS, Maria F.S. Assistência estudantil sob múltiplos olhares: a disputa de concepções. *Ensaio: Avaliação e Políticas Públicas em Educação*, Rio de Janeiro, v. 25, n. 94, p. 148-181, jan./mar. 2017.

FONSECA, João J. S. *Metodologia da pesquisa científica*. Fortaleza: UEC, 2002. Apostila.

FRIGOTTO, Gaudêncio. A interdisciplinaridade como necessidade e como problema nas ciências sociais. *Revista do Centro de Educação e Letras da Unioeste*, Foz do Iguaçu, v. 10, n. 1, p. 41-62, 2008.

LINKOWSKI, Juliete A.S. *A Atuação do Técnico Em Assuntos Educacionais e a Proximidade com a Função do Pedagogo*: possibilidades de uma integração. 2019. Dissertação (Mestrado Profissional em Educação Profissional e Tecnológica) – Instituto Federal de Santa Catarina (IFSC), Florianópolis/SC, 2019.

PEDUZZI, Marina; NORMAN, Ian J.; GERMANI, Ana Cláudia G., et al. Educação interprofissional: formação de profissionais de saúde para o trabalho em equipe com foco nos usuários. *Revista Escola de Enfermagem USP*, v. 47, n. 4, p. 977-983, 2013.

PIANA, Maria C. Serviço Social e Educação: olhares que se entrecruzam. *Serviço Social & Realidade*, Franca, v. 18, n. 2, p. 182-206, 2009.

PRADA, Talita; SURDINE, Mônia C.C. A assistência estudantil nos Institutos Federais de Educação, Ciência e Tecnologia. *SER Social*, Brasília, v. 20, n. 43, jul./dez. 2018, p. 268-289.

REIS, Cacilda F. O trabalho do assistente social na educação Profissional e tecnológica: um olhar a partir da experiência no IFBA - campus barreiras. *In: FÉRRIZ, A. P.; DAMASCENO, H. J. O trabalho do assistente social na política de educação no estado da Bahia*. Aracaju: Criação, 2018. p. 119-140.

SOARES, Priscila S.; AMARAL, Cledir A. A Assistência Estudantil no Processo Educacional: Possibilidades de Atuação. *Educação e Pesquisa*, São Paulo, v. 48, S/N, 2022.

TAUFICK, Ana Luiza O. L. Análise da política de assistência estudantil dos Institutos Federais de Educação, Ciência e Tecnologia. *RBP/FE*, Rio Grande do Sul, v. 30, n. 1, p. 181-201, jan./abr. 2014.

YANNOULAS, Silvia C.; GIROLAMI, Mónica. Equipos multiprofesionales-multidisciplinares en el ámbito educativo – legislación comparada y regulación de políticas educacionales en Argentina y Brasil. *Educar em Revista*, Curitiba, Edição Especial, n. 2, p. 89-111, set. 2017.

AUTHORS' CONTRIBUTIONS

Author 1 – Project management, formal analysis, conceptualization, data curation, writing, methodology, review, and editing.

Author 2 – Conceptualization, methodology, formal analysis, review, editing, and supervision.

Author 3 – Methodology, validation, review, and editing.

DECLARATION OF CONFLICT OF INTEREST

The authors declare that there is no conflict of personal, financial, academic, commercial, or political interest with this article.

Submitted: 10/21/2021

Approved: 02/23/2022