

International Journal of Human Sciences Research

Acceptance date: 16/04/2025

FACTORS BEHIND SCHOOL FAILURE AND DROPOUT: A CASE STUDY AT PORTO AMBOIM HIGH SCHOOL, ANGOLA

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INTRODUCTION

Failure and dropping out of school are wor-
rying phenomena from the point of view of
the development of society, the cultural grow-
th of populations and the increase in quality
of life. It is important to consider the latest
trends among young people when it comes to
transmitting knowledge, given that we live in
a globalized world, where the advantage of fast
communication and easy access to all kinds of
information easily becomes a disadvantage,
often contributing to a lack of interest in the
subjects dealt with in the classroom.

Even so, in some societies, such as Ango-
la, adolescents and young people have access
to digital information, but many other factors
such as the school, families, society and even
the student themselves contribute to dropping
out and affect school failure. In societies whe-
re the education system was universalized later
and where the labour market does not demand
academic qualifications, the attraction of youth
work is a major factor in school dropout. In ru-
ral areas (where dropout rates are higher), the
socio-economic determinants of this dropout
become more evident, allowing for a sociolo-
gical and cultural reading that helps to unders-
tand the problem, its seriousness and scale.

The various bibliographical references
analyzed point to terms used to discuss the
phenomena that lead students to leave scho-
ol: Lima (2014) refers to “learning difficulties”,
Osti and Brenelli (2013) focus on “low school
performance”, Berg, Rostila, Saarela and Hjen
(2014) examine “early school leaving”, Filho
and Araújo (2017) highlight “dropout and
school abandonment”. It is clear that for the
various authors there is no agreement in the
use of these terms and their definitions, al-
though they all have in common the meaning
of the student leaving the school environment.

School failure and dropout have become
a cross-cutting problem in today’s education
systems. It dates back to around the 1960s,

with the need for schools, for economic and
equality reasons, to find ways of guaranteeing
the success of all their pupils at school. Today,
it requires a re-evaluation, due to the profou-
nd changes that societies have been experien-
cing, both in the socialization of young people
and in the demands that they are increasingly
making on their participation in different so-
cial spheres.

However, demotivation combined with a
huge lack of interest on the part of the stu-
dents inevitably leads to an inherent lack of
study, a lack of commitment to solving the
proposed tasks and difficulty concentrating
in the classroom. Another problem is the lack
of knowledge that should have been acquired
in previous years, which sometimes leads to
students falling behind and, more often than
not, failing at school. It is also the poor use of
teaching-learning strategies by some teachers,
who limit themselves to content to the detri-
ment of know-how, as well as their attitudes
that lead to difficulties in terms of student
learning. The school, with its lack of structu-
res to promote good training, has also been a
major factor in promoting these phenomena.
This situation, coupled, more often than not,
with large class sizes, contributes to growing
demotivation among young people. Thus, if
students feel “attached” to school, they will
probably feel more motivated, with higher sel-
f-esteem and more inclined to continue their
studies. Everything must be done to ensure
that our young people feel rewarded in the
education system.

This research portrays the reality experien-
ced by the students and teachers of the Liceu
de Porto Amboim. It is structured as follows:
I. Theoretical foundation, II. Methodology,
III. Data analysis and interpretation, IV. Dis-
cussion of results and V. Design of an inter-
vention plan for the Liceu de Porto Amboim,
followed by Conclusion and Bibliographical
References.

Failing and dropping out of school leads to a low level of education, contributes to social inequalities and is a major driver of marginalization, poverty, unemployment and weak personal, social, cultural and economic development.

THEORETICAL FOUNDATION

DEFINITION OF SCHOOL FAILURE AND DROPOUT

The study of social phenomena is always very wide-ranging from the point of view of the functioning of societies, the transformations they undergo in today's world and the current way of life.

Throughout the history of societies, many have been faced with various educational problems, which have led them to stop and reflect on the issue in a clear and concise way, in order to find a solution. In the meantime, internal solutions have been found with a high degree of external validity, i.e. certain resolutions that apply to the field of study in question and to other communities with the same aspects as the one studied. Society itself, with its constitution, way of life, culture, habits and customs, often already "excludes" the individual, in other words, it doesn't allow them to fit in freely and spontaneously, thus bringing about various problematic situations, negatively affecting their psychosocial development and school and professional training. Meanwhile, exclusion/self-exclusion can lead to various problems, including failure and dropping out of school. The issue of school dropout and failure is still the subject of much debate among educationalists, as the interaction between multiple determining factors is increasingly proving to be complex, challenging the dominant explanatory models.

As a preliminary definition, we can follow the *Dictionary of Psychology* by Doron and Parrot (2001, p.428) which proposes considering school failure as:

The situation of a student whose results do not meet the school's standards. It is translated into institutional measures (repeating a year, imposed guidelines), and one of the consequences is that a number of young people leave the education system without being able to acquire either a diploma or a professional qualification.

Ana Benavente says that when a student "falls behind, they are already failing, because they haven't achieved something that is supposed to be achieved by all students" (Benavente, Pires, Iturra, Pais, & Relva, S.d, p.1).

School failure is considered to occur when students fail to achieve the knowledge and skills predefined as curricular objectives, given their scientific and socio-professional relevance. Thus, until recently, a "*psychologizing interpretation*" of the process of school failure seemed to predominate, with the student being blamed, stigmatized individually, belittled by peers and teachers, and traditionally considered intellectually incompetent or morally immature (in the derogatory language of the school environment: "*dumb*", "*lazy*", "*distra**cted*" or even "*uninterested*").

Now, we need to reflect that the student alone does not make a school, but that it is made up of many other components that make it an educational institution, that the factors indicated in the various bibliographies and implicated in failure are interconnected, that they form a chain in the formation of the student and the constitution of the society of the future. To talk about school failure is to question the student, but also the teachers, the parents and the surrounding environment, the local school institution and the national education system and, in general, society, culture and the economy. And, based on this assumption of multifactorial complexity, the phenomenon cannot be judged on the basis of just a few factors; we need to analyze them all in detail and examine their interactions in order to understand the problem itself and plan educational

intervention programs, although - depending on the specific context - some factors may be predominant over others.

Pires (1988) distinguishes between school failure from two different perspectives, referring to “visible failure”, when it comes to school failure produced in quantitative terms through failures, repeats and dropouts, and “invisible failure”, expressed in qualitative terms, such as individual frustrations, inadequate training and lack of preparation for democratic participation. In this regard, it is important to note that Marchesi and Perez (2004) discuss the polysemy and semantic ambiguity of the term failure, recognizing that there are various understandings of it, enclosing several ideas in the same term: “*the pupil who fails and does not progress, either in the social and personal sphere or in school knowledge*”; the term failure in itself offers a negative image of the pupil, centering all the responsibility for school failure on themselves, forgetting that other agents, such as the family, the education system and the school itself, also have responsibilities in this whole process.

With regard to the definition of dropping out of school, we can adopt the proposal from Doron and Parot’s *Dictionary of Psychology* (2001, p.19), according to which dropping out consists of:

Leaving the education system, at whatever level, before having obtained a qualification or having completed vocational training.

All over the world, the issue of school dropout has preoccupied scholars. Researchers have often looked into what can be done about it. But as the debate continues, new factors are being recognized, forcing ever deeper reflection and a thorough analysis of each one.

According to Filho and Araújo (2017, p. 37), dropping out of school “means the situation in which the student leaves the school, but returns the following year (...)”, and the Basic Education Development Index/Ideb

(2012) points to dropping out as the “student’s withdrawal from the education system and giving up school activities, without requesting a transfer”; Ferreira (2013) refers to dropping out as the “failure of social relations that are expressed in the inhuman reality that the student experiences in his daily life”.

However, we can see the two phenomena accompanied by each other, i.e. “when an educational objective is not achieved, it can be said that there is school failure” (Benavente, 1974), and this failure can be due to various factors. In different societies, the factors vary and can arise according to the characteristics of the society, its way of life, constitution, habits and customs, among others. The factors can also be related to socio-family conditions, school/curricular conditions, socio-cultural and socio-economic structures or even the individual characteristics of each student (Mendonça, 2006). The phenomenon of failure can lead to school dropout (Pires, n.d.; Rangel, 1994).

However, the problem of underachievement and dropping out of school is much more common than you might think, considering that there are more and more internal and external situations that “force” students to leave school without at least completing the training cycle they set out for.

Pires (1988) stated that talking about school failure is the same as talking about failures, while other authors give the idea that school failure is a failure on the part of the school and define it as “the difficulty that the school has in training minds that already have a cultural knowledge of reality”, Martins & Cabrita (1993) reinforce this idea by referring to the fact that students do not reach the end of the cycles within the time limits stipulated for this. Cabrita (1993) reinforce this idea by stating that school failure is generally attributed to the fact that students don’t reach the end of the cycles within the time limits stipulated for this, which is reflected in high rates of failure and dropping out of school.

Over time, other factors such as the socio-economic conditions of the family and deficiencies in the educational systems have been taken into account, partially absolving the student and putting them aside when it comes to failure, as if they were absolved of all responsibility for their failure.

The understanding and definition of the “culprit” is even more pronounced when Benavente (1990) points out that students are incapable of resolving their contradictions, such as:

- Between the school and the reality in which they live;
- Between the learning required by the school and the learning they do in their family and social environment;
- Between the aspirations, values and norms of the family and those demanded of them by the school.

However, it's easy to say that the student doesn't study, doesn't care, doesn't get involved or doesn't participate as they should, subjectively assuming that the student and no one or nothing else is to blame for the failure.

When we look at these assumptions, we see a situation in which the student withdraws from school, and failure becomes the path that the student should have followed and did not complete. Therefore, at this point, the question of dropping out arises, which can be characterized as a definitive withdrawal. Isabel Valente Pires (n.d.) states that the pinnacle of underachievement is dropping out of school, because a student can be held back for a year and still continue when the next year begins, thus not contributing to the dropout rate, but it is important to pay attention to those who repeat several times and therefore do not make acceptable progress.

Benavente, Campiche, Seabra and Sebastião (1994) state that school failure is an extreme situation of social exclusion, as it affects a section of the population that still has a lot to contribute: “in open or silent rupture with a compul-

sory and obligatory school that is not a right, but only a duty” (pp. 11-12). For the same authors, the concept of school dropout still lacks a specific definition, as dropout means that a student leaves school without completing the level of education attended for reasons other than school transfer or death. Knowing the reason for dropping out may be good, but it doesn't change the fundamental issue: dropping out itself, the act of dropping out.

Although the phenomena of underachievement and dropping out may have a generally identical and transversal configuration in different cultures and societies, the specificities of each one shape their profile. In general, failure leads to dropping out of school. These lead to professional disqualification, the individual carries a negative experience, characterized by frustration, failure, impotence, concealment and flight that will interfere with personal and professional life, Ouro (2009, p.38) points out: “in relation to professional expectations, the students themselves relate the profession they wish to have with the necessary literary qualifications, referring to the need to complete the 12th grade in order to obtain a more qualified and better paid job.”

Benavente (1994) pointed out that young people who leave school prematurely experience a phenomenon of social disqualification because they are neither adults, nor workers, nor children, nor students. Institutions are not responsible for their education, but they cannot take responsibility for their lives. Mateus (2002, p.144) states that school “contributes significantly to the reconstruction of students' future projects”, but a large number of young people leave school even without having completed a stage of their education and acquire new ways of living that are considered “self-destructive”.

The role of the state in creating the conditions for students to remain in a school equipped with the human and material resources

to optimize the conditions of the teaching-learning process is also highlighted, in line with the ideal of equal opportunities and “education for all”, favoring access and success at school for all citizens. The family, as the first social cell the individual meets in their life, also plays a key role in stimulating and motivating the individual to continue studying and, above all, not to give up on their ideals.

EXPLANATORY FACTORS FOR SCHOOL FAILURE AND DROPOUT

There are many different factors in the scientific literature for school failure and dropout. However, some main and predominant factors in both phenomena are invariably identified, such as the family, the school and the socio-cultural environment, or even the student themselves (Mendonça, 2006). Thus, school failure is the result of a series of factors acting together, none of which can cause it in isolation, and in the words of Dore and Luscher (2001, p. 775) “several situations work together. 775) “several situations contribute to the retention and repetition of students in school: the student leaving the institution and the education system, the failure to complete a level of schooling, leaving school and then returning”, and the level at which the student drops out is also often taken into account. According to research carried out by Montmarte, Mahseredjain and Houle (2001), it was concluded that “dropping out is more noticeable in general education and second cycle classes, unlike the data obtained at the higher level of education.”

According to Palacios (2004), it should be borne in mind that the experience of underachievement is highly probable if there is a link between individual characteristics, their respective educational experiences, the clash between school culture and family life or the influences of other broader social and cultural factors, and Paulo Feire (1978, p.34), in the same vein, states that:

The oppressed, who introject the ‘shadow’ of the oppressors and follow their agenda, fear freedom, insofar as freedom, implying the expulsion of this shadow, would require them to ‘fill in’ the ‘void’ left by the expulsion with another ‘content’ - that of their autonomy. That of their responsibility, without which they would not be free.

An education geared towards freedom and the inner search for what the individual wants and needs for their life, is what is intended, because Libâneo (1982, p.65), states that “liberal pedagogy supports the idea that the school has the function of preparing individuals for the performance of social roles, according to individual aptitudes.”

A case study on the causes of school dropout, carried out at a school in Itupiranga, by Silva (2015) reveals factors such as lack of interest on the part of the student, a risky situation on the way to school, work to support oneself and the family, lack of incentive, migration to another municipality, lack of a healthy interpersonal relationship within the school, failure, pregnancy and marriage; A parallel study also reveals a lack of support from the family, a social environment that is not conducive to school attendance, a non-inclusive school, low economic income, etc. However, there are some indicators that the student is facing a temporary situation that probably won't lead to failure, and others where they are at imminent risk of failure and/or dropping out of school. In the search for a clear classification of the factors involved in school failure and dropout, Filho and Araújo (2017, p. 24) state:

Internal and external factors, such as drugs, time at school, successive failures, lack of encouragement from family and school, the need to work, too much school content, alcoholism, the location of the school, vandalism, lack of values training and preparation for the world of work, can be considered decisive when it comes to staying or leaving school, adding to the ranks of the unemployed.

Socio-family factors

It is well known that the environment is one of the important factors in determining how an individual behaves in relation to his or her peers, so when analyzing phenomena as complex as school failure and dropout, we need to take a moment to talk about the environment. In psychology, the term *environment* is used as a synonym for *surroundings* and designates the living space of an individual, a group, a species, and encompasses the physical and social environment.

It is important to take into account the environment, or what is still known as the surroundings, insofar as the individual transforms it and is transformed by it. Therefore, if an individual faces difficulties in their environment, they will certainly have difficulties with the teaching-learning process. For example, the distance between home and school can be a reason for failure when the individual has to walk or spend money on transportation. Meanwhile, an environment that doesn't provide enough stimuli for the student to stay in school is also relevant, since a good part of their life is spent in educational establishments.

Analyzing the scientific literature, Bourdieu (1986), Martins (1993), Braconnier and Marcelli (2000), Ramos, Rijo and Lima (2012), Alves, Martins, Brito and Almeida (2014), Torres *et al.* (2014), Tchifulezi (2016), we can point to the following characteristics of the socio-family environment associated with failure and dropping out of school as particularly relevant:

- Low academic performance from the socio-family group to which the student belongs and their reference groups, because, according to Alves, Martins, Brito and Almeida (2014) "the success or failure of young people at school, as a dimension of human development, is conditioned by the social contexts in which they interact, such as peers, family and socie-

ty." and although studies such as those by Tomé, Camacho, Matos and Diniz (2011) point to influences from the environment, they refer mainly to negative influences;

- Weak sources of external influence and motivation, because as Tomé, Camacho, Matos and Diniz (2011, p. 755) state, "during adolescence, young people's social horizons are broadened by their peers, but their parents remain the main source of support." Braconnier and Marcelli (2000) reinforce this by stating that young people's success is influenced by the family, because this is where a substantial part of social learning takes place;

- Lack of motivation to complete their studies, due to a perceived lack of employment or greater employment opportunities for unskilled labor, devaluation of academic diplomas or lack of recognition of academic merit. A study by Torres (2014) indicates that young people whose parents only have schooling equal to or higher than the 3rd cycle of basic education, approximately 50% have already been held back, while young people whose parents have completed secondary or higher education, approximately 70 and 90% have never failed and Bordieu (1986) said that "middle-class parents generally invest in monitoring their children's schooling and facilitate access to the cultural capital they need to succeed". It would therefore be normal for them to invest in their children's future by investing in what has always worked for their parents;

- Lack of stimulus from the environment, characterized by a lack of libraries or media libraries, lack of programs that encourage school engagement, thus Queiroz (2012) concluded that families

living in disadvantaged social contexts who have good expectations are middle-class and lower-class families who, although distant and uncommunicative with schools, seek to revitalize the discredit and revalue their identity, among other things, by promoting schooling for young people. We can see a degree of connection between the lack of conditions and the motivation to achieve a certain goal, which often turns out not to be a very fruitful effort, since these, combined with the lack of conditions or infrastructures that promote access to school, namely public transport, can become an impediment;

- The existence of behaviors or characteristics that encourage dropping out of school, such as the existence of cheap gaming parlors, or other attractions associated with the consumption of alcohol and drugs without control, because as Benavente (1990) tells us, the theory of sociocultural handicap finds justification for the degree of school success in the social class to which the student belongs.

It is essential that society today is increasingly aware of the problem of school failure and dropout and how these factors negatively affect the mental growth of a population. Most of the problems related to these two phenomena are linked to a lack of motivation, the fact that families have low incomes or economic difficulties, poor relationships with the school or maladjustment at school level, leading to a series of antisocial behaviors.

Regarding the family/school relationship, Chechia and Andrade (2017) state: "The school needs to understand and accept the language of the family, which is most often uneducated and rudimentary, and the moment the family and the school can understand and accept each other, the relationship between them will probably be successful." Formosi-

nho (1988) emphasizes the role of the family in this process, stating that "extracurricular factors have much more influence on school success than school factors" (p. 180). There is therefore a strong relationship between social origin, which is determined by the cultural and economic level of the family, and academic achievement.

Many studies, including those by Benavente (1994), are unanimous in stating that what is more decisive than the family's economic standard of living is its cultural level, as this is a very important factor in the child's development at school. In this context, the school, by being egalitarian and treating all young people as equals, ignores the students' differences.

According to Villas-Boas (2000) "one of the factors that can help to reduce the cultural discontinuity between some families and the school is parent meetings." The school is able to compensate for the inequalities in "cultural" and academic capital that exist in families. Indeed, as Grácio (1997, p.83) argues:

The differences in commitment related to the cultural capital of families are not felt in the same way throughout the various years of schooling, so the influence of social origin decreases as you progress through the schooling cycles, suggesting that there is an increase in the effects of school socialization.

Parents' social class and schooling influence their children's school choices and students with the best school results choose scientific areas and education, while students with lower results attend technological courses. Clearly, the social context experienced by the individual will be their strong basis for making decisions throughout their life, the individual will prefer to stay where they feel most comfortable and what they are used to living with, in this case, according to the influence of their parents.

It is also very common for children to follow the same profession as their parents, being dragged along by the way they are guided and educated from an early age and by their formation of moral standards and values. The fact that children usually follow what is instilled in them by their parents often becomes a decision that is not made by the child and can cause future frustrations if it doesn't meet their own needs. Family problems also have a negative impact on children's schooling. Muñoz (1993) states that "when the couple doesn't function properly, the child's interests are reabsorbed by family conflicts and the fears that derive from them and, therefore, the ability to take an interest and face problems and difficulties at school is diminished and imbued with family problems."

Students often fail because they are trying to increase their family's income while they study, and they drop out of school because they feel that this way they can make it happen more quickly. Families' lifestyles, anxieties, economic and even emotional needs are all causes that need to be analyzed and looked at from a global perspective, not just a local one.

Many students start a school day fasting or with insufficient food, as a result of economic shortages or lack of time. Sometimes food is replaced, or put in second place, by valuing more objects of modern technology or even fashion, in which case there is a mindset that doesn't rationalize the expenses that are made.

However, the inability to meet the costs is the first situation that arises in a context where there is a lack of resources. Compulsory schooling becomes a way out, and even this becomes difficult to achieve when it comes to teaching materials, leaving the neediest families out in the cold. In this situation, it is important to note that some regions have these conditions for compulsory schooling, a context that is completely different in many third world countries, or in the most specific case,

Angola, where there is no school transport, school supplies are scarce, food is completely the responsibility of the families, as is accommodation.

Thus, failure and dropping out of school are also related to the lack of conditions experienced by deprived families, and it should be noted that deprived families have little or no time to give their children moral support and encouragement, to the point where it is entirely the student's responsibility to make things happen and get through a certain stage of their education. On the other hand, we should also note that, given this lack of conditions, the distance traveled from home to school becomes a considerably negative factor, causing tiredness and demotivation to go to school.

We have seen so far that the family plays a very important role in students' lives, and is a factor to be taken into account when it comes to failure and dropping out of school. Thus, there are still some points to take into account in this relationship, because, whether through symbolic or material actions, the family plays a decisive role in the students' school career. Pardal (2000) agrees with this when he states that:

The family's level of education affects aspirations, choices and academic success. Families with a high level of cultural capital give their children orientations related to the prestige and quality of a school diploma. On the other hand, families with a low cultural level instill in their children a perspective of the near future, seeking to reduce costs and acquire immediate income. They are unaware (or unable) to see the benefits of school.

There is a relationship between parents' educational qualifications, their occupation and failure at school, which can be seen not only in how well they do during their education, but also in their choice of courses or areas of training. We believe that the higher the quality of the family environment, the greater the chance of development and success at school.

A study carried out by Pozzobon, Mahendra and Marin (2017) points out that “some parents admitted to having significant difficulties in relation to their children’s education. They realize the importance of family participation in school and believe that they are at fault with their children in this regard.” While Benavente (1992) states that “families have different attitudes towards the school depending on how close their values are to those conveyed by the school.”

In general, socially disadvantaged families are unfamiliar with the school and how it works, they have a less than positive view of it, they don’t feel comfortable in a situation where they have to go to school and therefore don’t attend meetings very often. On the other hand, in socially advantaged families, parents follow their children’s schooling, keep themselves informed and talk to teachers, although there has been some difference of opinion, in that the more advantaged families have been busier and therefore have little time to dedicate to finding out about their student’s school life. However, it is always extremely important for the school to draw up and develop strategies to improve the participation of parents and guardians in the school, in order to achieve active participation and for both to move forward in the construction of education.

We often see situations where students are “handed over” to school at a young age and families give teachers full responsibility for their children’s education. The formation of an individual begins with the family, extends to the social environment and the school provides the appropriate knowledge to deal with the various situations in society. That’s why it’s so important for families to be made aware of the importance they have in the child’s upbringing and education, in order to train them as young people and adults in the future.

Filho and Araújo (2017, p. 25-27) distinguish social factors that are relevant to the issue discussed here:

- 1) The lack of options when choosing vocational training courses, which translates into a lack of interest or motivation, because there is no link between the student’s aspirations and the training they have been subjected to;
- 2) Difficulty integrating into working life, reflected in the school’s own lack of preparation at the time the student leaves for working life, caused by a social maladjustment experienced within the school climate;
- 3) The inappropriateness of the training courses to the job market, which translates very easily into failure, as the student sees no future in the training they are doing and tends to give up;
- 4) Young people working early, young people joining the job market early, with different justifications and different life prospects. Among many other things, we can also mention social causes, such as delinquency, drug use, early pregnancy, family habits and customs, illnesses, the social configuration motivated by the economic and political situation and a very important factor that has to do with the parents’ way of life (going to the countryside, raising livestock).

The involvement and accompaniment of families at school and in school activities, the establishment of contact with teachers and class directors, is a fundamental premise and a good indicator of the existence of family support.

School factors

The school is a unit of complex relationships based on an educational context. However, when we consult the literature, we realize that there are various factors within the school itself, which are at the root of school failure, for example Benavente (1976) who explains failure by the school's inability to differentiate the ways of teaching according to the student and their social background. Even so, authors such as Perrenoud (2002) point to the inconsistency, incoherence and planned ineffectiveness of educational policies, as reflecting, among other dimensions involved, a poor investment in resolving school failure and only a change in the way it manifests itself and warns that school principals and staff are more concerned with preserving or improving their position and managing their organization than transforming pedagogical practices with a view to guaranteeing school success for all. Thus, "the combination of individual characteristics, their respective educational experiences, the clash between school and family culture, or even the inadequacies of other broader social and cultural factors, makes the experience of failure highly probable" (Palacios, 2004).

According to Leite, Fernandes, Mouras and Sampaio (2015), the absence of institutional partnerships limits the school's ability to collectively diagnose and intervene in problems. In this way, there is no way of getting to know the community, there is no way of knowing which problems are really common and seeking solutions for the benefit of all, because, as Hespanha (2008) states, partnerships imply a better knowledge of the reality where you want to intervene and Formosinho (1997, p. 24) also points out that:

The social problems of the community are also the problems of the students as members of that same community, and it is to this extent that the school should be aware of them, since the heterogeneity of the school population and of the contexts in which the school is inserted implies, in itself, profound changes in the moral and social values of the school.

Groups that find themselves in situations of imminent risk tend to be inclined to avoid taking responsibility for their actions, and in the specific case of school failure, this leads to a constant "blame game" between teachers, families and students, which induces the problem to persist and become increasingly strong and evident, as can be seen in the various studies and research carried out by different authors. We call for awareness of the active role of each person in the construction of knowledge, in changing society, in implementing values and moral norms, and a joint search for a solution to the problems experienced individually, but suffered collectively, bearing in mind that the future of the student who is failing at school today will certainly be an uncertain one, and the direction taken today by the modernization that characterizes society worldwide does not allow for uncertain futures, leaving them socially excluded.

In addition, everything that is considered to be the student's malaise is considered to be an indicator of school failure, because just the fact that, once schooling is over, the ability to mobilize the knowledge acquired, the curiosity or desire to achieve greater culture is not triggered, already demonstrates that education has not been fulfilled and quoting Oliveira (2017) "in order to analyze the institutional dimension of school failure, it is also necessary to understand to what extent the focus of the school's action is the student and how the educational establishment realizes its concern", because when a student is labeled as being good, they internalize this label and

act in the way they are seen to, good students, studious and deserving of the praise they receive, on the contrary, they also get feedback, in other words, if they are labeled as bad students, they tend to behave in the way that characterizes them as such: low grades, aggressive and destructive behavior, claiming within himself that he is already a bad student, and according to the national education council in Brasilia (2017, p. 6) “the curriculum is always moldable and its development flexible and necessarily differentiated according to the learning contexts and the actors present (...)”.

We can understand that the school, with all its technical and structural apparatus, its management (administrative and curricular), pedagogy adopted, teacher training, ways of intervening with the student and the surrounding environment, can influence a weak level of competitiveness, indicating a low level of effort and bringing with it demotivation, often translated into a lack of encouragement.

When we talk about school and its relationship with underachievement and dropout, we quickly come to look directly at the relationship between teacher and student. This is because the two are the main players in the teaching and learning process, and the school is the place and the means for the two individuals to meet. But the school ends up playing an important and even responsible role in this process, because it has the duty to create the structures and means that will optimize learning.

Marisa Alves (2009) highlighted the “teacher effect” in the production of school success, also pointing out that it is a decisive factor in the transformation of the student. The author also highlights the importance of the teacher in contributing to school success, working together with the student and the family.

The teacher needs to be able to establish school equity by rectifying language and, in turn, changing communication relationships, reducing linguistic misunderstandings and

minimizing failure through the teacher. Alves (2009) argues that “in the opinion of the students, the teacher-student relationship and the teacher’s expectations are associated with school (in)success.” In studies on school failure, the teacher is always pointed out as the link that creates a balance, the conductor of the relationship created between the two. In this way, the teacher also needs to be so committed and dedicated as to be able to captivate the students and transmit positive ideas about what he or she thinks of the process in question.

Cortês and Torres (1994) believe that the teacher’s belief in the students’ chances of success is important, as they argue that “teachers who don’t believe transmit their disbelief, even if unintentionally.” Belief/disbelief in the student’s potential, especially in those who are socially disadvantaged and who have little or no family support, becomes very important, as it will be the basis of their emotional and moral support and will give them the strength to continue, we call this phenomenon the Pygmalion effect, named by Robert Rosenthal and Lenore Jacobson (Oliveira, 2007, pp. The Pygmalion effect is considered positive from a dualistic point of view, i.e. there needs to be a reciprocal positive expectation between teacher and student. This expectation of success can be self-expectation (when it comes from the individual themselves in relation to their own success) or an external expectation of what success might be. However, Rosenthal and Jacobson considered I.Q. for academic achievement and student behavior as variables to be taken into account, but in the initial idea, the teacher is the Pygmalion of the school, being the communicator of expectations that shape student behavior.

However, it is important not to assume straight away that a particular factor is responsible for a particular phenomenon, as they are highly variable and have multidirectional causal relationships. Costa (2008, p.94) states that:

The presentations about school failure are not clearly assumed by any of the actors to be the result of pedagogical and/or organizational causes, which, at the level of the teachers, translates into a lack of questioning of their practices, of their actions, since they are not involved in the problem.

Pires (1988), Fernandes (1991) and Formosinho (1991) mention the school as being responsible for school failure, referring to a number of factors, including the type of courses and curricula, the structure and methods of assessment, the way students are grouped, and the scientific and pedagogical preparation of teachers. Paulo Freire (1970, p. 68) in his work *Pedagogy of the Oppressed*, stated that: “between remaining because he disappears, in a kind of dying to live, and disappearing through and in the imposition of his presence, the ‘banking’ educator chooses the second hypothesis.” From this we can see that when education is imposed, there is no significant development or change, and there remains a void in the being who is “educated”, because in fact theoretical knowledge is instilled in him that has nothing to do with his reality and that the student cannot identify with.

However, students are not all the same, as Benavente and Correia (1980, p.20) state: “it is important to emphasize that it is the school’s responsibility to be proactive and to ensure that there is variety and pedagogical distinction”.

In the 1970s, Bordieu and Passeron stated that schools can only reproduce social inequalities by favoring the advantaged, and we are still struggling with the same problem today. Public education policies should focus more on processes than on results.

On the other hand, let’s also talk about the conditions of the school’s own infrastructure, which, because of its purpose, needs to be attractive, have structures and conditions that respond to the needs of the students, even as a matter of inclusion, and in the era in which we

live, we can’t have a school that doesn’t have a library, whether it’s virtual or more traditional, space for sports, a psycho-pedagogical support office and even the promotion of co-existence and social exchanges. A school that provides the conditions mentioned here will certainly promote greater student adherence and permanence, making it the ideal place to motivate, develop skills and provide equal opportunities for users.

We came to the conclusion that, according to the theoretical framework we found, some of the factors behind school failure and dropout are: 1) The school’s inability to differentiate the ways of teaching according to the student and their social background; 2) The incoherence and ineffectiveness of educational policies; 3) The cultural clash between family and school; 4) The lack of institutional partnerships; 5) The student’s unease at school, caused by various situations; 6) Poor teacher-student relationships and low expectations of each other; 7) Lack of confidence in the development and intellectual abilities of students; 8) Deficiencies in school facilities; 9) Ineffective assessment structure and methods, ways of grouping students, scientific and pedagogical preparation of teachers; 10) Reduced connection to the family and the surrounding environment; 11) Lack of attention to individual and social needs.

Individual factors

Benavente (1980) refers to the innate abilities of each student, because in his view, “it is the student himself and his IQ that determine failure or success at school, understanding the aptitudes of students in the talent, or lack thereof, for studies and the relationship with academic performance.” But he also states that “not all children learn for the same reasons, nor at the same time, nor in the same way” (1980, p.64). Peixoto (1999, p. 130) also indicates intellectual level as an aspect linked

to school failure, when he says that “as we move from high to low intellectual level, the percentage of subjects with zero failures decreases”, adding self-esteem and referring to it as another aspect related to failure. When there is nothing to achieve, the objectives are not well defined and the means to be used are not identified, the student wanders around and cannot see what is around them and the opportunities they have in their hands, this leads to low self-esteem and they easily feel demotivated and disgusted, consequently leading to failure. Failure, in turn, is halfway to dropping out of school. The items described above are interconnected, and one can lead to another and thus both lead to dropping out of school, but there is not necessarily a logic to their sequence.

Motivation, whether extrinsic or intrinsic, brings about major changes in the student and leads them to set goals and look for ways to achieve them, because they can look for ways and strategies for significant change on their own. Often, the awareness of a certain situation experienced by the family, if they are socially disadvantaged, leads to intrinsic motivation, which translates into the desire to overcome barriers, succeed in life and get the family out of the bad situation they are in.

According to Muñiz (1982), there are typical behaviors observed in the family environment of students who, in general, will be unsuccessful. They are seen as confused, lazy, distracted, unable to concentrate on the tasks they have to perform, lacking interest and responsibility and always attributing their failure to others.

According to Elizabeth Musterberg (1980), students with serious learning problems show the following types of behavior: 1) Restlessness: hyperactivity, distraction; 2) Low frustration tolerance: inability to accept failure or criticism; 3) Irritability: little inner control, impulsiveness; 4) Anxiety: tension, embarrassment; 5) Retreat: passivity, apathy, depres-

sion; 6) Aggressiveness: destructive behavior towards others; 7) Constant attention-seeking: absorbent, controlling, impertinent; 8) Rebelliousness: defiance of authority, lack of cooperation; 9) Somatic disorders: nervous gestures, headaches, stomachaches, tics, drumming with fingers, tapping feet, curling hair; 10) Schizoid behaviour: going unnoticed, talking to oneself, weak and disorganized contact with reality, strange behaviour; 11) Delinquent behaviour: stealing, setting fires.

These are identified as the main behaviors that cause serious learning problems and can lead to failure and possibly school dropout. In a quick and summarized analysis, it can be seen that these behaviors, characterized as antisocial, appear in most cases of failure and dropping out of school, because, in fact, there is already a tendency not to participate in school activities which, together with the symptoms, gives the student sufficient reason not to attend school anymore.

In addition, Elizabeth Musterberg (1980) points out the following as characteristics of situations considered to be temporary: 1) The student shows distress and disgust at their poor academic performance; 2) They show depressive symptoms, but actively try to solve the problem; 3) They ask for help and are eager to take advantage of it; 4) There are alternations in their performance, characterized by small improvements, followed by relapses. In general, when a student shows these symptoms, it means that they are not yet rigidly structured, because they give in at certain times.

An alarming situation is indicated when the student's behavior tends to have the following characteristics: 1) The student tries to cover up their poor performance, not expressing distress or displeasure; 2) They look for all kinds of justifications which are generally not appropriate to reality; 3) They seem to be unaware of their difficulties, nor do they judge them responsibly, they don't know what tasks or work to do,

or how to do them; 4) They don't look for solutions, nor do they ask for help, and if they do get it they refuse to accept it, always taking a negative attitude towards any school work or request; 5) There are no signs of improvement, but rather they face a permanent situation with slight variations.

Filho and Araújo (2017, pp. 25-27) also point to internal factors as indicators of underachievement and school dropout: 1) Failure: seen as a necessary evil, but which happens most of the time when it is extremely necessary. In Angola, for example, it can be understood that the new education system was created to eliminate this, but there are some important premises that we believe were not taken into account when designing the system; 2) Exam results: the tendency is to use exams as the main indicator of school success. In Angola, for example, continuous assessments are carried out during lessons, but the exam result will have the greatest weight in the final score. And so a bad exam result is a strong cause of failure; 3) Being behind at school: this causes a correlation between age and the class attended by the student, and being behind at school delays the whole process of education from an early age. In this way, the student will always fall out of line in subsequent classes and the difference in age makes socializing with other classmates less healthy; 4) Absenteeism: the result of dislike of school, or of some relevant factor linked directly or indirectly to the student; 5) Dropping out: in general terms, it reflects the rejection of school by those who feel excluded from it for many reasons; 6) Personal feelings: the self-image of failure that everyday life helps to build and which often precedes any of the causes mentioned above.

Thus, all the phenomena and players mentioned and observed here do not act separately, and one alone can be a sufficient cause, but they are usually always accompanied by others that are equally relevant. Educating

young people for academic training will not only be a solution for the individual's life as such, but also for the lives of those who live with them, preventing them from behaving inappropriately in society.

We can understand that student failure depends on a number of factors, namely: 1) Low self-esteem; 2) Substance abuse; 3) Behavioral problems; 4) School demotivation; 5) Lack of school ambitions; 6) School absenteeism; 7) Attraction to the world of work; 8) Indiscipline; 9) Learning difficulties; 10) Health difficulties; 11) Low performance in mother tongue and mathematics; 12) Early motherhood/paternity; 13) Crime.

STRATEGIES FOR OVERCOMING SCHOOL FAILURE AND DROPOUT

The factors described above influence failure and dropping out of school, some of which can be a major influence on their own and others which act together. The subject of failure and dropping out of school has been studied extensively, as have the consequences of these two phenomena, which are logically part of a diverse range of factors.

Pozzobon, Mahendra and Marin (2017) state:

It is therefore important to encourage students to seek growth, to try again, and teachers to seek out new technologies and information. We want a school that values multiple skills and abilities and that works closely with families to strengthen their goals for the healthy development of the citizenship of the new generations.

In this context, it's common to say that we can't talk about a problem without pointing to solutions. So, below, we can look at some strategies, from a general point of view, to take into account in order to combat school failure and dropout, although we can intervene in both phenomena separately.

Strategies for overcoming school failure

Promoting and ensuring success at school for young people is an important task, and for this to happen, the role of parents, teachers and psychologists is crucial in the choices of school path and the options to be followed by students at the end of basic education. When students are underachieving, action must be taken to promote success, but their environment must be taken into account, as it alone cannot overcome their situation. The following are strategies that can be used to address this phenomenon:

- Identifying students who are weak in terms of academic performance and being helped by teachers to read or identify their successes and failures, more in terms of method and school workload than their cognitive ability, will help them to overcome their weaknesses or limitations, as Almeida et al. (2008, p.175) state that “obviously, by emphasizing effort, students end up learning to value the appropriate use of learning strategies, which are always necessary in any learning and academic achievement situation.”
- Constant flexibilization and reorganization of the curriculum, as Benavente (2001, p.114) points out, “the flexibilization of curricula, adapting them to the needs of the students”, while Silva (2003, p.181) states that it is “urgent to reorganize the curriculum and adapt the assessment to the curriculum”.
- Promoting pedagogical quality and human quality, i.e. the pedagogical relationship of what we achieve within the school and classroom. UNESCO, (2014) “(...) teachers should not take responsibility alone”. This report also shows that they only succeed if they excel in the right context, with well-designed curricula and assessment strategies that enhance teaching and learning.

- Reducing the number of students per class, giving the teacher the opportunity for greater group and personal interaction and attention to individual needs, although some independence in terms of study is already evident in certain classes (for example, in the second cycle).

Strategies for overcoming school dropout

Support and encouragement for students, from teachers in terms of disciplinary reinforcement and, above all, greater support and encouragement from parents, as Soares, Fernandes, Nóbrega and Nicolella (2015, p. 770) state “(...) family mediation is very important in cases of dropout, as the importance that the family attaches to education can be decisive in ensuring the continuity of studies (...)”. As Costa (2008, p. 54) says, “beyond this core of causes and solutions lies the school, both in its pedagogical and organizational aspects.”

The school must act from a social point of view, together with the families, because, as Alves (2009, p.51) states, “affection and help are the basis for transforming students who are underachieving in order to positively reverse their situation.” In addition, the results of an intervention showed an important perspective:

(...) that through involvement, parents can find new paths for the trajectory of their children's school life, and discover that school failure can be reduced, and school can have another meaning for the family and the student, be respected and considered important for their child's personal and social fulfillment. (Chechia & Andrade, 2017, p. 112)

The creation of physical conditions in schools, such as laboratories, gymnasiums, libraries and a whole set of conditions that are fundamental to the effective success of students, is of the utmost importance. There is an urgent need to create a concept of a complete school, which has all the conditions for a global and full education with equal oppor-

tunities and, on the other hand, the creation of properly organized spaces for students to dedicate themselves to cultural, sporting and vocational training activities, which seek out their deepest vocations, thus combating the formal atmosphere in schools.

However, it's not always easy to achieve the objectives proposed by the school, idealized by political models, and adapt to society, but we need to take into account the formation of the individual of tomorrow and the society we want to have in the future, the one to which our descendants will belong, and for this reason, projects have been created to participate in and elevate the educational system. Among others, we can mention the TurmaMais Project (2013), whose main objective is to create organizational and pedagogical conditions that lead to an effective improvement in students' learning and school results, focusing on preventing school failure in basic education. They advocate immediate intervention by educational agents at the first signs of student disinterest in school, which is a preventive intervention.

In the literature consulted, the school is highlighted as the main educational agent that must take measures to prevent failure and school dropout. In fact, according to Silva (2015, p. 11), after an investigation that identified factors for school dropout, "schools should draw up a suitable project for their own students and not follow ready-made models (...)". In this context, it is considered extremely important to rethink and reorganize the school in order to take into account the commitment and total involvement of the students, the delivery of society and the understanding of the knowledge acquired as mechanisms for change, a lever for development and social equality. Sharing the same position, Soares, Fernandes, Nóbrega and Nicoletta (2015, p. 770) argue that "there needs to be specific programs and projects for each school, which increase the interest and motivation of young

people at risk of dropping out (...)" and, therefore, Filho and Araújo (2017, p. 45) also point out ways of combating failure and dropping out of school:

A change that is not simply a passive adaptation, but one that seeks to find its own place in the construction of something new, allowing for the expansion of human potential and the emancipation of the collective, looking in all directions and dimensions - historical, cognitive, social, affective and cultural.

Creating ways of coping from the perspective of the system, the school and the individual, capable of alleviating the causes that lead to overcoming difficulties in order to reduce school dropout, are discussions that could indicate this phenomenon.

However, for Filho and Araújo (2017, p. 45), "it is essential that educators use their methodologies to teach beyond what is necessary for the completion of education and age and class adequacy." However, Silva (2015, p. 11) states that "Teachers, together with the pedagogical team, should always be updating their knowledge and teaching methods (...)."

Pozzobon, Mahendra and Marin (2017), when carrying out research into school failure, in which 58 teachers participated, concluded that "...the majority of teachers surveyed consider the existence of school recovery programs to be necessary and even beneficial, but they do not evaluate the conditions in which these programs are developed very positively." Silva (2015, p.11) corroborates the same idea, in that he recommends a "contextualized curriculum that gives more meaning to learning" as a way of improving students' performance at school and reducing failure and dropout.

Of course, we will always have to deal with cases of underachievement and dropping out of school, but the aim is to create ways of increasingly eliminating these phenomena and creating a society in which all individuals have equal treatment and opportunities. It is also

important to pay attention to each particular case, such as the type of society, its habits and customs, its constitution, way of life, the way it views school attendance, among other aspects, and to work towards promoting productive involvement between family, school, student and the surrounding environment.

SCHOOL FAILURE AND DROPOUT IN ANGOLA

THE EDUCATION SYSTEM OF THE REPUBLIC OF ANGOLA

The Basic Law of the Education and Teaching System, no. 17/16 of October 7, 2016, is the document that establishes the general principles and bases of the education and teaching system. In its first point, Chapter I, Article 2, it defines education as “a planned and systematized process of teaching and learning, which aims to fully prepare the individual for the demands of individual and collective life”. In point three, it also states that:

The Education and Teaching System is the set of structures, modalities and educational institutions through which the educational process is carried out, aimed at the harmonious and integral formation of the individual, with a view to building a free, democratic society, based on the rule of law, peace and social progress.

Article 4 defines the purposes of the education and teaching system, among others, as the following:

- b) to ensure the acquisition of knowledge and skills necessary for adequate and effective participation in individual and collective life.
- c) to train individuals capable of understanding national, regional and international problems in a critical, constructive and innovative way, so that they can actively participate in society in the light of demographic principles.

Chapter II sets out the general principles of the education and teaching system, and Article 9 (Universality) states that:

the education system is universal, so that all individuals have equal rights to access, attend and succeed in school at the various levels of education, provided that the criteria of each education subsystem are observed, ensuring social inclusion and equal opportunities and fairness, as well as the prohibition of any form of discrimination.

Article 10 (Democracy) states:

the education and teaching system is democratic in nature, so that, without any distinction, all individuals directly involved in the teaching and learning process, as agents of education or partners, have the right to participate in the organization and management of structures, modalities and institutions related to education, under the terms to be regulated for each education subsystem.

In Article 11 (Gratuity), the third point states that “payments for enrolment, class attendance, school materials and other charges in the second cycle of secondary and higher education are the responsibility of parents and guardians or of the students themselves, in the case of adults”, while in Article 12, the first point states that “compulsory education translates into the duty of the state, society, families and companies to ensure and promote access to and attendance at the education and teaching system for all individuals of school age”.

Chapter III presents the organization of the education and teaching system. Thus, the first section, in its article 17 (structure), point two establishes in paragraph b) the general education subsystem and in point three paragraph c) secondary education, which is the field of action of this investigation. Article 33 defines the following specific objectives for the second cycle of general secondary education:

- a) Ensure solid, in-depth training in a particular area of knowledge;
- b) To prepare students for entry into the higher education subsystem or for vocational training and integration into working life;
- c) Develop a world view based on philosophical, logical and abstract thinking and the ability to evaluate the application of scientific models in solving practical problems;
- d) To encourage the acquisition and application of increasingly in-depth knowledge, based on study, critical reflection, observation and experimentation;
- e) To consolidate patriotic, moral and civic values, developing a spirit of participation and involvement in social life;
- f) Developing practical experiences to strengthen the mechanisms for bringing the school and the community closer together, boosting the school's innovative and interventionist role;
- g) Encourage the orientation and vocational training of young people, through technical and technological preparation, with a view to entering the world of work.

Chapter V, on human, material and financial resources, Article 95 (education and teaching staff), in its second point, states that:

In order to carry out their duties, teachers and other education and teaching staff are required to be of good moral and civic character and integrity, to have a sense of patriotism, to constantly improve their technical, scientific and professional skills, to dedicate themselves exclusively and on a full-time basis, and to meet other requirements under the terms to be regulated in the respective career statutes.

In chapter VI, on the administration and management of education and teaching systems, in article 105 (curricula, study plans, study programs and school textbooks), the first point states: "curricula, study plans and

study programs and school textbooks for pre-school education, primary education and secondary education have a national character and are compulsory under the terms to be approved by the holder of executive power." Article 106 (vocational and professional guidance), in points two and three, states:

vocational and professional guidance is based on knowledge of the aspirations and abilities of learners and the particularities of the social environment and the labor market, as well as the priorities of political, economic, social and cultural development; vocational and professional guidance is provided in each educational institution and all levels of the education and teaching system, through curricular and extracurricular activities and other services.

Characterization of the phenomena in Angola

With a view to expanding education to all areas, reducing the illiteracy rate and eradicating poverty, the government of the Republic of Angola adopted the "Education for All" program and in the opening speech of the 2014 report, the then Minister of Education, Dr. Pinda Simão (2014, p. 5) stated:

the angolan state's political commitment to quality education for all dates back to March 1990, at the world conference on education for all held in Jomtien (Thailand), which adopted the World Declaration on Education for All: Meeting Basic Learning Needs (...).

With this in mind, the Education for All program has six main objectives. The sixth objective is to "Improve all qualitative aspects of education, guaranteeing recognized and measurable learning results, especially in reading, writing, calculation and practical skills essential to life." In this way, the educational reform was implemented in Angola, comprising three distinct phases: experimentation, generalization and evaluation, also leading to a commit-

ment to teacher training with the opening of primary schools and higher education schools . In this context, the implementation of literacy and school acceleration followed, as an incentive to catch up on school delays. At the end of this report, it is recommended, among other things, that teacher training programs be improved, and that learning be re-evaluated in order to strengthen indicators of quality and results and the effectiveness of the education system.

As part of the 1st Colloquium on the theme "The inclusion of social work in education in Angola", Angolan social worker Paulo Custódio (2010, p. 2) stated that "the causes of school failure have to do with the precarious conditions that schools provide, the social conditions of families and the poor commitment of students to the teaching and learning process."

In an investigation carried out by Paula Visoleta Tchifulezi (2016), as part of her master's degree in Education Management and Administration, in June 2016, the author presents the problem of school dropout in Benguela schools, under a descriptive-exploratory type of research, based on observation, recording, analysis and correlation of facts. Three schools with very similar characteristics were analyzed from the point of view of their location and educational agents, concluding that "there is a list of causes of dropout identified, which is divided into two specific points: problems of integration, family and accessibility." In the end, he suggests five points for action, including:

- There should be early identification of individual difficulties and the adoption of global prevention strategies at school, as these are the best methods for reducing the rate of early school leavers;

- The teaching/learning process should be adapted to the level, characteristics and difficulties of the students in order to allow them to adapt actively and productively in the teaching and learning process;

- Student learning and motivation could be improved by making more teaching materials (e.g. computers, books, videos, magazines, newspapers, etc.) available in sufficient numbers.

Enês Eyanga (n.d., p. 3) also reflects on school dropout in Angola, diagnosing the causes and consequences and proposing measures to minimize this phenomenon. The main causes are:

Difficulty in assimilating curriculum content, incorrect assessment; lack of professional ethics and deontology on the part of teachers; family issues (divorce, financial difficulties, excessive savings, large numbers of children, early pregnancy, early marriages); the use of alcohol and drugs, encouraging early entry into the world of work and money; difficulty in dealing with conflicts that arise at school, such as: rejection by peers, for some physical or even personality traits; lack of support from parents and guardians; lack of incentives from teachers and difficulty in assimilating curriculum content.

The same author points to the following as possible consequences: the poor development of society, an increase in juvenile delinquency, a lack of job opportunities, the breakdown of families, risky and often undignified work, an increase in youth prostitution and consequently a relevant factor in the increase in HIV-AIDS cases, an increase in poverty and wages that do not meet basic needs.

Ana Paula Inês (2015), the then Secretary of State for Education, at the opening of a seminar to raise awareness about the role of education in preventing and responding to emergencies, pointed to social and cultural factors as causes of school dropout.



INSTITUTO SUPERIOR POLITÉCNICO DE PORTO ARMOIM
 Criado por Decreto Presidencial Nº 168/12, Diário da República Nº 141-1 Série, de 24 de Junho
 Cartão de contribuinte: 5417193178

DEPARTAMENTO DE CIÊNCIAS ECONÓMICAS, SOCIAIS E HUMANAS

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O Responsável da Área Científica-Investigativa


M. Sc. Félix Gamboa Romero

Anais do Congresso da Rede Internacional de Extensão
Universitária: II CRIEU (/anais/ii-crieu-698883)

**ESTRATÉGIA DE INTEGRAÇÃO DOS IDOSOS
NA VIDA SOCIAL NO LAR DA TERCEIRA
IDADE 11 DE NOVEMBRO EM PORTO
AMBOIM**

Publicado em 02/07/2026 - ISBN: 978-65-272-2546-1

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Título do Trabalho

ESTRATÉGIA DE INTEGRAÇÃO DOS IDOSOS NA VIDA SOCIAL NO LAR DA TERCEIRA
IDADE 11 DE NOVEMBRO EM PORTO AMBOIM

Autores

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Modalidade

Resumo

Área temática

Eixo VI: Saúde

Data de Publicação

02/07/2026

País da Publicação

Brasil

Idioma da Publicação

pt-BR

Página do Trabalho

<https://www.even3.com.br/anais/ii-crieu-698883/1523593-estrategia-de-integracao-dos-idosos-na-vida-social-no-lar-da-terceira-idade-11-de-novembro-em-porto-amboim> (<https://www.even3.com.br/anais/ii-crieu-698883/1523593-estrategia-de-integracao-dos-idosos-na-vida-social-no-lar-da-terceira-idade-11-de-novembro-em-porto-amboim>)

ISBN

978-65-272-2546-1

Título do Evento

II CONGRESSO DA REDE INTERNACIONAL DE EXTENSÃO UNIVERSITÁRIA

Cidade do Evento

Rio de Janeiro

Título dos Anais do Evento

Anais do Congresso da Rede Internacional de Extensão Universitária: II CRIEU

Nome da Editora

Even3

Meio de Divulgação

Meio Digital

Como citar

DELGADO, Yudelkis Ramirez et al. ESTRATÉGIA DE INTEGRAÇÃO DOS IDOSOS NA VIDA SOCIAL NO LAR DA TERCEIRA IDADE 11 DE NOVEMBRO EM PORTO AMBOIM.. In: Anais do Congresso da Rede Internacional de Extensão Universitária: II CRIEU. Anais...Rio de Janeiro(RJ) UFRJ, 2026. Disponível em: <https://www.even3.com.br/anais/ii-crieu-698883/1523593-ESTRATEGIA-DE-INTEGRACAO-DOS-IDOSOS-NA-VIDA-SOCIAL-NO-LAR-DA-TERCEIRA-IDADE-11-DE-NOVEMBRO-EM-PORTO-AMBOIM>, Acesso em: 07/08/2026

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ESTRATÉGIAS DE INTEGRAÇÃO DOS IDOSOS NA VIDA SOCIAL EM UM LAR DA TERCEIRA IDADE EM PORTO AMBOIM: RELATO DE EXPERIÊNCIA

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Grupo Temático: Saúde

Introdução: A presente ação extensionista é parte do intercâmbio institucional no âmbito da Rede Internacional de Extensão Universitária e da parceria entre UFTM-ISUP no "Projecto LongeVIDAde". **Objectivo:** elaborar uma estratégia de integração dos idosos na vida social do lar da Terceira Idade 11 de Novembro no Município de Porto Amboim. **Metodologia:** Durante as nossas primeiras intervenções trabalhamos com um público-alvo constituído por membros da direcção, funcionários, idosos, estudantes estagiários do curso de Psicologia da Educação juntamente com a coordenação do curso, uma médica como parte do Departamento de Ciências da Saúde e integrantes do Departamento de Extensão Universitária do ISUP. **Resultados:** Como parte do desenvolvimento e dos resultados do projecto LongeVIDAde traçamos três etapas: 1ª etapa já foi cumprida com a realização das reuniões organizativas e preparatórias, na 2ª etapa refere-se a viabilidade do projecto, o facto de ser replicável em vários locais, o facto de termos cursos em comum ou mais ou menos da mesma área, professores e alunos das duas instituições envolvidos no projecto, resultados esperados com a parceria e a 3ª etapa prevê-se a implementação do projecto pelo ISUP, bem como adquirir os recursos humanos e materiais necessários. Aplicaram-se diferentes métodos de nível empírico. Como acções do projecto temos realizado diferentes actividades: controle de sinais vitais (10 minutos): FC, PA, FR e peso ± avaliação de sintomas depressivos; exercícios físicos em grupo monitorados (40 minutos): postura, intensidade, sintomas (tontura, desequilíbrio...); espiritualidade (10 minutos): momento de orações (todo idoso tem liberdade de se expressar); prevê-se diagnosticar a memória, motricidade, autovalidação. **Conclusão:** Consideramos que, tendo em conta as evidências, o projecto LongeVIDAde tem potencial e pode produzir muitos resultados positivos, constituindo-se como referência a nível local e nacional.

Palavras-chave: Saúde, funcionalidade, qualidade de vida

Anais do Congresso da Rede Internacional de Extensão
Universitária: II CRIEU (/anaís/ii-crieu-698883)

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(NEE) DO COMPLEXO ESCOLAR JOSÉ
SABINO DO BAIRRO CAUÍLA DO
MUNICÍPIO DE PORTO AMBOIM**

Publicado em 02/07/2026 - ISBN: 978-65-272-2546-1

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Trabalho (<https://static.even3.com/anaís/1527325.pdf?v=639217260474176529>)

Título do Trabalho

ESTRATÉGIAS PSICOPEDAGÓGICAS PARA INCLUSÃO DOS ALUNOS COM
NECESSIDADES EDUCATIVAS ESPECIAIS (NEE) DO COMPLEXO ESCOLAR JOSÉ SABINO
DO BAIRRO CAUÍLA DO MUNICÍPIO DE PORTO AMBOIM

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- Teresa António Joaquim

Modalidade

Resumo

Área temática

Eixo IV: Educação

Data de Publicação

02/07/2026

País da Publicação

Brasil

Idioma da Publicação

pt-BR

Página do Trabalho

[https://www.even3.com.br/anais/ii-crieu-698883/1527325-estrategias-psicopedagogicas-para-inclusao-dos-alunos-com-necessidades-educativas-especiais-\(nee\)-do-complexo-es](https://www.even3.com.br/anais/ii-crieu-698883/1527325-estrategias-psicopedagogicas-para-inclusao-dos-alunos-com-necessidades-educativas-especiais-(nee)-do-complexo-es) ([https://www.even3.com.br/anais/ii-crieu-698883/1527325-estrategias-psicopedagogicas-para-inclusao-dos-alunos-com-necessidades-educativas-especiais-\(nee\)-do-complexo-es](https://www.even3.com.br/anais/ii-crieu-698883/1527325-estrategias-psicopedagogicas-para-inclusao-dos-alunos-com-necessidades-educativas-especiais-(nee)-do-complexo-es))

ISBN

978-65-272-2546-1

Título do Evento

II CONGRESSO DA REDE INTERNACIONAL DE EXTENSÃO UNIVERSITÁRIA

Cidade do Evento

Rio de Janeiro

Título dos Anais do Evento

Anais do Congresso da Rede Internacional de Extensão Universitária: II CRIEU

Nome da Editora

Even3

Meio de Divulgação

Meio Digital

Como citar

QUITÉRIO, Vera Justina Camilo et al. ESTRATÉGIAS PSICOPEDAGÓGICAS PARA INCLUSÃO DOS ALUNOS COM NECESSIDADES EDUCATIVAS ESPECIAIS (NEE) DO COMPLEXO ESCOLAR JOSÉ SABINO DO BAIRRO CAUÍLA DO MUNICÍPIO DE PORTO AMBOIM.. In: Anais do Congresso da Rede Internacional de Extensão Universitária; II CRIEU, Anais...Rio de Janeiro(RJ) UFRJ, 2026. Disponível em: [https://www.even3.com.br/anais/ii-crieu-698883/1527325-ESTRATEGIAS-PSICOPEDAGOGICAS-PARA-INCLUSAO-DOS-ALUNOS-COM-NECESSIDADES-EDUCATIVAS-ESPECIAIS-\(NEE\)-DO-COMPLEXO-ES](https://www.even3.com.br/anais/ii-crieu-698883/1527325-ESTRATEGIAS-PSICOPEDAGOGICAS-PARA-INCLUSAO-DOS-ALUNOS-COM-NECESSIDADES-EDUCATIVAS-ESPECIAIS-(NEE)-DO-COMPLEXO-ES). Acesso em: 07/08/2026

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Publicações

**ESTRATÉGIAS PSICOPEDAGÓGICAS PARA INCLUSÃO DOS ALUNOS
COM NECESSIDADES EDUCATIVAS ESPECIAIS (NEE) DO COMPLEXO
ESCOLAR JOSÉ SABINO DO BAIRRO CAUÍLA DO MUNICÍPIO DE PORTO
AMBOIM**

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Grupo Temático: Educação

A presente investigação é parte da cooperação e intercâmbio do departamento de extensão universitária do ISUP- Bairro da Cauíla e a administração municipal de Porto Amboim, no "Projeto Cauíla". A pesquisa tem como objetivo: elaborar intervenções psicopedagógicas para a inclusão dos alunos com Necessidades Educativas Especiais (NEE) do Complexo Escolar José Sabino do Bairro Cauíla do Município de Porto Amboim. Trabalhou-se com um público-alvo constituído por membros da direção, docentes, famílias, alunos, estudantes estagiários e professores do curso de Psicologia da Educação e uma médica. Como parte do desenvolvimento do "Projeto Cauíla" foram traçadas três etapas: na 1ª etapa se realizaram reuniões organizativas e preparatórias, na 2ª etapa refere-se à viabilidade do projeto, a atuação dos docentes e estudantes, face às necessidades formativas dos professores e alunos, bem como das necessidades sociofamiliares, aliado aos resultados esperados com a intervenção e a 3ª etapa refere-se à implementação do projeto pelo ISUP. Aplicaram-se métodos de nível empírico: observação, entrevistas e inquéritos por questionários. Como ações do projeto temos realizado diferentes atividades: diagnóstico das NEE, observações, encontros com famílias, professores, e como resultados foi elaborado um plano de trabalho pedagógico que permitiu a capacitação das famílias, professores do complexo (conferências sobre motivação e inclusão, aulas instrutivas, demonstrativas, abertas, elaboração de meios de ensino). Consideramos que, tendo em conta as evidências, a necessidade global, nacional e provincial de atendimento aos alunos com estas necessidades, o projeto Cauíla tem potencial e pode produzir resultados positivos, constituindo-se como referência a nível local e nacional.

Palavras-chave: Adaptação Curricular, Acessibilidade, Equidade

CERTIFICADO

por la presente se certifica que:

Alexei Gamboa Moreira, Instrutor.
Alexis Herrera Guerra, Instrutor.
Félix Gamboa Romero, Prof. Auxiliar.

publicaron el ARTÍCULO CIENTÍFICO:

Curso de agregação pedagógica, módulo de tecnologias.

Acreditando la publicación en el Volumen 17 (2021) - Número 1, pág. 48-64.

La revista electrónica Roca es una publicación de carácter científico-educacional encargada de promover los resultados más relevantes de los profesionales de la educación en la provincia de Granma, Cuba y Latinoamérica. Sus objetivos principales se dirigen a mostrar los progresos de la actualidad científica y educacional en el área y de propiciar el intercambio de experiencias entre los investigadores de distintas comunidades científicas.

La Revista se edita en el Centro de Recursos para el Aprendizaje y la Investigación de la Universidad de Granma, ubicada en Peralejo, municipio Bayamo de la provincia Granma. Se publica en formato electrónico mediante el sistema de Publicación Continua, como garantía de la publicación de un contenido oportuno y actualizado con relación al desarrollo de la investigación de origen.

Universidad de Granma. Bayamo, Cuba.
21 días del mes de diciembre de 2020.



Dr.C. María Isabel Machado Solano
Directora revista Roca.

CURSO DE AGREGAÇÃO PEDAGÓGICA, MÓDULO DE TECNOLOGIAS
Pedagogical Aggregation Course, Technologies Module

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Resumo

As Tecnologias da Informação e a Comunicação (TICs) jogam um papel revolucionário na sociedade e na escola; trazem consigo mudanças nas formas de relacionar-se, actuar, pensar, dialogar, trocar informações e produzir conhecimento. O Instituto Superior Politécnico de Porto Amboim (ISUP), da Província Cuanza Sul, Angola em seu programa de formação contínua dos professores; planeou um curso de formação nas TICs para os docentes desta instituição de ensino superior; com o fim de incentivar a evolução do pensamento crítico e a capacidade de inovação e colaboração dos professores, para o desenvolvimento de suas actividades docentes mediante o uso das TICs. As medidas higiénicas sanitárias adoptadas pela República de Angola para enfrentar a propagação do COVID-19 reforçaram a necessidade da execução do curso de formação para poder continuar com o objecto social do ISUP mediante a educação a distância. Foi realizado um diagnostico a 52 docentes, que mostrou um baixo índice de uso das TICs pelos mesmos em sua prática pedagógica, entre os quais destacam-se 23% do uso de plataformas digitais; deste resultado só 4% tenham domínio do Moodle. O curso foi ministrado em um período de 15 dias, e segundo a avaliação das tarefas, como componente prático foram capacitados no uso das TICs os cursistas. A resposta do inquérito aplicado ao finalizar o curso mostrou que foram alcançados os objectivos do mesmo.

Palavras chave: TIC; Formação; Docentes; Ensino Superior; Educação a Distância

Abstract

Information and Communication Technologies (ICTs) play a revolutionary role in society and at school; they bring changes in the ways of relating, acting, thinking, dialoguing, exchanging information and experiences and producing knowledge. The Higher Polytechnic Institute of Porto Amboim (ISUP), from the Cuanza Sul Province, Angola, in its program for the continuous training of teachers; planned a training course in ICTs for the teachers of this institution; in order to encourage the evolution of critical thinking and the capacity for innovation and collaboration of teachers, for the development of their teaching activities through the use of ICTs. The hygienic sanitary measures adopted by the Republic of Angola to face the spread of COVID-19 reinforced the need to carry out the training course in order to be able to continue with the social object of ISUP through distance education. A diagnostic was applied to 52 teachers, which showed a low rate of use of ICT by them in their pedagogical practice, among which 23% of the use of digital platforms stand out; of this result, only 4% have mastered Moodle. The course was given over a period of 15 days, and according to the assessment of the tasks, the course participants were trained in the use of ICTs. The response of the survey applied at the end of the course showed that the objectives of the course were achieved.

Keywords: ICT; Formation; Teachers; University Education; Distance Education

Introdução

O surgimento da Internet mudou a forma de interagir as sociedades, entre as quais situa-se a académica. O professor do século XXI tem que adaptar-se ao contexto histórico socio cultural onde ministra suas aulas. A formação contínua do docente ajuda a aprimorar, actualizar e adquirir os conhecimentos e habilidades para incorporar as novas metodologias ao processo de Ensino-Aprendizagem (PEA).

Autores como Lévy (1992), Almeida (2001) Martins (2009), Fernandes (2013) e outros abordam o papel da Tecnologia da Informação e a Comunicação (TIC) na sociedade e na escola, seu impacto na mudança das formas de relacionar-se, actuar, pensar, dialogar, trocar informações e experiências e produzir conhecimento, também sobre a mudança no processo de Ensino-Aprendizagem, criando novos cenários educativos.

Segundo Moore e Kearsley (2007) as mudanças no ensino são abordadas como uma Revolução Copernicana, onde o escola e professores tenham-se visto como centro do PEA; no moderno

cenário os estudantes não precisam estar na instituição de ensino, nem com o professor como figura líder, pois com as TICs o docente torna-se um elemento mais do PEA e adota um rol de facilitador; neste novo contexto o estudante mediante o uso das TICs torna-se auto-regulador de sua aprendizagem.

Para Brandão (2008) a sociedade exige um novo perfil de educação, que forme indivíduos criativos, capazes de entender e relacionar conhecimentos, assumir responsabilidades e trabalhar em equipes cooperativas. Também que tenham capacidades para auto-aprendizagem, resolução de problemas, adaptabilidade e flexibilidade frente a novas tarefas.

O Instituto Superior Politécnico de Porto Amboim (ISUP) da província Cuanza Sul, Angola, aplicou um diagnóstico para determinar o grau de conhecimento e uso das TICs pelos docentes em suas práticas pedagógicas, os resultados mostraram baixos índices do uso das TICs pelos professores para interagir com seus estudantes, esta resposta suportou o planeamento do curso de Formação nas Tecnologias da Informação e a Comunicação para Docentes do Ensino Superior.

No contexto histórico sociocultural actual, onde a pandemia do COVID-19 obriga a sociedade universal a tomar medidas higiénico sanitárias e continuar o curso normal da vida, o ISUP adoptou medidas para facilitar a seus estudantes o acesso aos conteúdos digitais mediante as TICs. Foi parametrizada a plataforma virtual da instituição apoiados no uso de Moodle.

O Ministério do Ensino Superior, Ciência, Tecnologia e Inovação (2020) mediante o Decreto Executivo 02/20, decreta a suspensão das actividades lectivas como uma medida adicional para evitar a propagação eventual da pandemia COVID-19. Orientou-se que durante o período de suspensão das actividades lectivas, os estudantes deviam realizar trabalhos académicos determinados pelas instituições do ensino superior.

Um estudo realizado por Valencia, Serna, Ochoa, Caicedo, Montes e Chávez (2016) com a colaboração da UNESCO mostrou que as competências de planeamento, implementação e avaliação de espaços educativos significativos apoiados nas TICs, devem ser privilegiados pelo professor; o curso teve em conta desenvolver estas habilidades, para que os docentes sejam capazes de adaptar-se ao novo contexto.

Apresenta-se um programa com o nome "Curso de Formação nas Tecnologias da Informação e a Comunicação para Docentes do Ensino Superior" elaborado com o fim de incentivar a evolução do pensamento crítico e a capacidade de inovação e colaboração dos professores, para o desenvolvimento de suas actividades docentes mediante o uso das TICs. A execução do mesmo

capacitou aos cursistas de um conjunto de ferramentas TICs, para incorporar seu uso nas práticas pedagógicas e apoiar a Educação a Distância (ED). Além disso mostram-se os indicadores de participação dos professores do ISUP no curso, assim como suas opiniões sobre os conteúdos ministrados e os temas nos quais eles precisam aprofundar seus conhecimentos.

Materiais e Métodos

A investigação realizada no ISUP, na província do Cuanza Sul; Angola, no mês de Junho de 2020; classifica-se como exploratória dentro do contexto do paradigma qualitativo. A população alvo (tabela 1) do estudo corresponde à totalidade do pessoal docente (monitores, docentes efectivos e colaboradores) que trabalham no ISUP 73 em total. Os monitores são estudantes da instituição que tem uma média geral por acima de 14 de um máximo de 20 valores, e cursam como mínimo um ano superior do que estão a ministrar aulas; os professores colaboradores tem outro trabalho principal e colaboram com o centro de ensino no tempo livre e os professores efectivos estão contratados para trabalhar o 100% de seu tempo para o politécnico, os mesmos dedicam-se de forma exclusiva na labor como docentes.

Amostra correspondeu-se com 71,2% da população. O diagnóstico, foi aplicado mediante o uso da Internet, para garantir manter as distancia com os professores, como medida de cumprimento da Internet, para garantir manter as distancia com os professores, como medida de cumprimento adoptada pela instituição para evitar a propagação da COVID-19. O mesmo tenha como fim, estimar os níveis dos conhecimentos no uso das TICs pelos professores, nas práticas pedagógicas.

Tabela 1: População e Amostra				
Estrato	População	Amostra	Porcentagem (%)	
			Estrato	Total
Monitores	7	7	100,0	9,6
Colaboradores	31	26	83,9	35,6
Efectivos	35	19	54,3	26,0
Total	73	52	71,2	71,2

Os métodos teóricos empregados foram:

Análítico-sintético: Foi utilizado para analisar a bibliografia e sintetizar os estudos já realizados, assim como para caracterizar o estado antes e depois do curso do uso das TICs pelos professores do ISUP. *Sistémico:* Serviu para a elaboração e execução do Curso de Formação nas Tecnologias da Informação e a Comunicação para Docentes do Ensino Superior. *Indutivo-Dedutivo:* Empregou-se durante o planeamento do curso na fase de análise bibliográfica.

O método de nível empírico utilizado foi o uso dos *Inquéritos por questionários*: Para conhecer os níveis de conhecimento e uso das TICs dos monitores e professores antes e depois do curso nas práticas pedagógicas.

O método matemático estatístico aplicado foi o *Descritivo*: para o processamento, análise e síntese da situação apresentada pelos professores no uso das TICs.

Resultados e Discussão

Nesta secção analisa-se os resultados, do diagnóstico realizado para o levantamento prévio dos níveis de conhecimento e uso das TICs pelos professores do ISUP, o planeamento do curso, resultados do inquérito aplicado ao finalizar o curso, as opiniões dos participantes, e a discussão dos resultados.

Foi aplicado um inquérito para estimar os níveis dos conhecimentos no uso das TICs pelos professores do ISUP, nas práticas pedagógicas os dados obtidos mostram 19% dos professores não tem domínio no uso do computador e 81% (tabela 2) declara ter domínio com a classificação a seguir: 58% Suficiente, 19% Bom, 4% Muito Bom.

Tabela 2: Domínio do uso do Computador		
Abs.	%	Aspectos
30	58	a) Suficiente
10	19	b) Bom
2	4	c) Muito Bom

Entre os resultados encontrados observou-se que não era preciso abordar os tópicos elementares da informática e o programa foi executado com uma estratégia académica, investigativo e laboral. Focalizado para desenvolver nos professores, habilidades e destrezas para elaboração padronizada de materiais didáticos, que visam a utilizar-se como suporte das TICs na plataforma digital do ISUP, e responder a necessidade das aulas de educação semi-presencial e ED.

Sobre o uso de telefone 73% declaram ter utilizado o mesmo com fins docentes (tabela 3) deles 42% utiliza o e-mail como ferramenta de trabalho, 73% nas redes sociais, 31% para editar documentos, 50% na procura de informação na Internet e 12% refere-se a ter experiências no uso de vídeo conferência.

Tabela 3: Uso de Telefone com Fins Docentes

Abs.	%	Aspectos
22	42	Correio Electrónico
38	73	Redes Sociais
16	31	Edição de documentos
26	50	Procurar por Internet
6	12	Video conferência

Sobre o uso das plataformas digitais 77% não tenham usado as mesmas, entanto 23% declara ter domínio das mesmas com a distribuição a seguir (tabela 4): 19% tem prática no Google Classroom, 4% em Moodle e 0% outras plataformas.

Tabela 4: Uso das Plataformas Digitais com Fins Docentes

Abs.	%	Aspectos
10	19	Google Classroom
2	4	Moodle
0	0	Outras

Para dar cumprimento ao carácter educativo e flexível deste curso; abriu-se a possibilidade que os professores declararam, que conhecimentos ou habilidades precisavam de adquirir; os resultados mostram-se a seguir na figura 1.

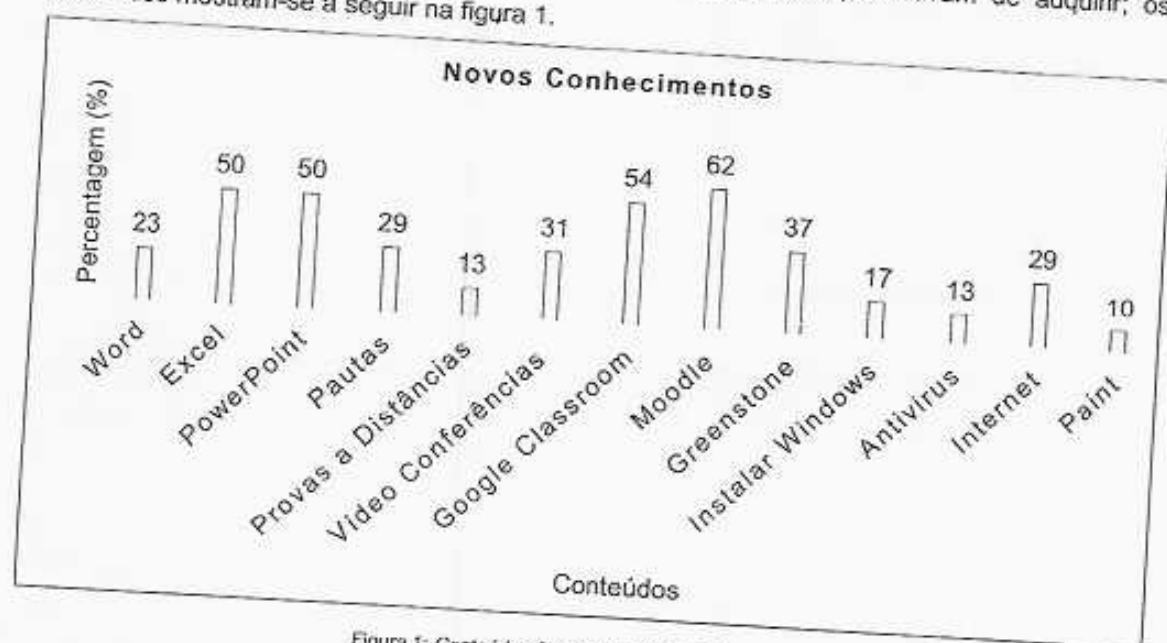


Figura 1: Conteúdos Solicitados Pelos Professores

Os professores estão conscientes da necessidade de conhecer o uso das plataformas digitais (62% Moodle, 54% Google Classroom, 37% GreenStone), no caso das ferramentas de office (50% PowerPoint e Excel, 23% refere-se ao Word), no uso da Internet (31% Video Conferências, 29% procura da informação, 13% mostra interesse na aplicação das provas a distância), outros interesses (29% trabalho com pautas (registro electrónico de valores), 17% deseja desenvolver habilidades na instalação do Windows e 10% fala de aprimorar as destrezas em Paint).

Programa do Curso:

Baseado no diagnóstico das habilidades incorporadas e requeridas por parte dos professores para cumprir com o objectivo do curso, implementou-se o programa a seguir (tabela 5):

Tabela 5: Programa do Curso de Formação nas Tecnologias da Informação e a Comunicação para Docentes do Ensino Superior

No.	Temas	Objectivos
1	Introdução as TICs	Familiarizar ao professor no uso das Tecnologias da informação e a comunicação para sua incorporação na prática docente.
2	Microsoft Word (Avançado)	Criar materiais didácticos mediante o uso do Microsoft Word para sua incorporação na prática educativa.
3	Microsoft PowerPoint (Avançado)	Fortalecer as habilidades do professor na elaboração de materiais didácticos com carácter de multimédia mediante o uso do PowerPoint para sua incorporação na prática educativa.
4	Conectividade Aulas Virtuais	Desenvolver as habilidades do professor e destrezas na criação de grupos e salas virtuais mediante o uso das TICs para sua incorporação no processo de ensino-aprendizagem.
5	Plataforma Digital	Desenvolver as habilidades do professor na organização e facilitação dos materiais didácticos mediante a plataforma digital do ISUP (Moodle) para sua interação com os estudantes a distância.

O tempo de execução do curso foi de 15 dias com uma distribuição de 20 encontros dos quais 12 foram presenciais e 8 não presenciais, com um total de 80 h que corresponderam com 20 h teóricas e 60 h práticas (tabela 6).

Tabela 6: Distribuição de Tempo por Tema

Tema	Tempo (h)	Encontros			Horas	
		Total	Presenciais	Não Presenciais	Teóricas	Práticas
1	4	1	1	0	4	0
2	12	3	2	1	2	10
3	12	3	2	1	2	10
4	12	3	2	1	2	10
5	40	10	5	5	10	30
Total	80	20	12	8	20	60

A bibliografia seleccionada para elaborar o curso foi vasta, mostra-se as que foram citadas no curso:

- Brandão A. L. (2008) *Introdução à Educação a Distância*
- Belloni, M. L. (2002). *Ensaio sobre a educação a distância no Brasil*,
<https://doi.org/10.1590/S0101-73302002000200008>
- Capron, H.L., & Johnson, J.A. (2004). *Introdução à Informática (8ª ed.)*. São Paulo: Pearson Prentice Hall.
- Correa R. L. & Santos J. G. (2013). *A Importância da Tecnologia da Informação e Comunicação (TIC) na Educação a Distância (EAD) do Ensino Superior (IES)*.
- Gamboa, A. M. (2020). *Conferências das Aulas do Curso Informática na Óptica de Utilizador*, Porto Amboim, ISUP.
- Ramalho, J.A. A. (2001). *Introdução à Informática – Teoria e Prática*. Editora Berkeley.
- Marcelo, C. (2001): *Função docente: novas demandas para velhos propósitos*.
- Santos, A.A. (2003). *Informática na empresa (3 ed.)*. São Paulo: Atlas.
- Pereira D. M. & Santos G. S. (2011). *As Tecnologias de Informação e Comunicação (TICs) como aliadas para o desenvolvimento*.
- Quintero M. A. (2002). *Introdução na computação*. Merida.
- Participação dos Professores:*

O curso contou com a presença da totalidade dos professores do ISUP, com um 93,4% de assistência, no caso da elaboração e entrega das tarefas, 58% dos cursistas entregaram em tempo as mesmas.

Ao finalizar o curso foi aplicado um inquérito aos professores e os resultados são mostrados de forma resumida a seguir.

No tema de introdução às TICs, 100% dos docentes declararam que acharam interessante, pelo contexto actual onde deve-se manter o distanciamento social provocado pela pandemia da COVID-19 desta forma se contribui a garantir as medidas higienicas sanitarias que o governo de Angola esta a implementar, o tema de PowerPoint também contou com o 100% da aceitação. No caso dos conteúdos do tema Word, 70% dos cursistas, encontraram-lhe como interessante, 10% preferiu o tema das Referências Bibliográficas, 10% os temas de Quebra Secção e Numeração e o resto o tema de Sumário. Os temas de Conectividade e Aulas virtuais foram classificados como inovadores. No caso do tema Moodle o 75% declara ter adquiridos Boa Destreza e 14% suficiente e 11% reconhece ter dificuldades para utilizar a plataforma. Além disso

100% afirmou que o curso conseguiu; incentivar a evolução do pensamento crítico e a capacidade de inovação e colaboração dos professores, para o desenvolvimento de suas actividades docentes mediante o uso das TICs; pelo qual concluiu-se que o objectivo Geral do curso foi alcançado.

Por último os cursistas expressaram suas opiniões de forma aberta, as mesmas são mostradas a seguir com a estrutura de Positivo, Negativo, Interessante (PNI). Foram excluídas as opiniões de felicitações e agradecimentos para os professores que ministraram o curso:

Positivo:

- Todo o que novo é bom, porque o professor tem que estar pronto a aprender todos os dias.
- O curso foi muito bom.
- O curso foi ministrado com muita sabedoria e vai facilitar as actividades lectivas e académicas.
- Todos os conteúdos ministrados, são de grande valia, para o professor que se deseja no Século XXI. O objectivo deste módulo foi cumprido.
- O curso foi muito positivo actualizaram-se e se aprenderam novos conhecimentos das TICs. Muito oportuno.
- O curso tem muitas vantagens para o momento actual em que vivemos hoje de confinamento social, só se tem que fazer as práticas em casa e demonstrar as habilidades para com os estudantes.
- O curso foi proveitoso. Se conseguiram alcançar os objectivos e notou-se por partes dos colegas, o interesse pelos temas.
- Foi muito bom ter este curso.
- O curso é muito útil. Permitirá uma interacção positiva (Agora que existe o distanciamento social) com os estudantes. Aprender é sempre algo muito importante para a formação dos docentes.
- O curso em questão, enquadra-se no âmbito de Formação Contínua dos profissionais de uma instituição que se quer actual, com pés bem firmes na busca do desenvolvimento académico. É importante que os professores estejam munidos de ferramentas eficazes, para a leccionação de suas aulas, em tempos de pandemia. Logo as TICs surgem como um importante meio de trabalho, mesmo estando a distância.

- Este curso se enquadra no contexto actual, só formando os seus quadros é que as empresas poderão viver neste ambiente difícil, que estamos quer a nível financeiro quer de mercado em si próprio, por isso esta formação esta a ser como treinamento.

Negativo:

- É preciso que a instituição tenha em conta que os gastos de comunicações nos quais incurrem-se para o uso de Internet são elevados.
- Seria bom empregar mais tempo, para aprofundar nos temas que são de interesse dos professores.
- Deve-se melhorar a Língua Portuguesa dos professores que ministraram o curso.
- Faltou informação para a feitura de um vídeo.

Interessante:

- O curso foi muito bom, porque ao final da formação os pensamentos são diferentes do que já se tenham, como Aprender a Desaprender.
- Na abertura do módulo de Didáctica, o Sr. Director afirmou que se lhe perguntasse qual dos cursos era mais importante, responderia que era o de pedagogia. Porém, depois de participar neste módulo de Técnicas de Informática no Ensino Superior, concluem que este é o curso de suporte para todos os outros.
- O curso foi muito inovador e interessante.
- O curso é muito bom, porque moderniza e incentiva o uso das TICs no ensino superior.

Segundo Ponte (2000), as tecnologias provocam uma incomodidade nos docentes, questão visível no diagnóstico ao observar os baixos índices de utilização das tecnologias com fins educativos.

Segundo Viñas (S/D), a memorização e reprodução de uma informação em um livro de texto não pode ser vista como a melhor forma de educação hoje em dia deve-se ter em conta que dentro e fora da sala de aula os estudantes estão a aprender de diferentes formas (activa, colaborativa e autónoma) e os professores devem ter as habilidades suficientes para promover este tipo de ensino, como mostra-se no PNI, os cursistas consideraram na necessidade de estar munidos das ferramentas TICs para sua actividade docente e promover os diversos cenários educativos. Os professores do ISUP estão de acordo com David e outros (2001) no papel preponderante da instituição de ensino na preparação dos seus alunos como forma de inserção e preparação para uma sociedade mais global, actuante e globalizante.

Conclusões

1. Detectaram-se no diagnóstico um baixo uso das TICs nas práticas docentes, indicadores como o uso das plataformas digitais para interagir com os estudantes só atingiram a alcançar 12%.
2. O curso de formação nas TICs, foi executado com uma estratégia académica, investigativo e laboral, focalizado no desenvolvimento de habilidades e destrezas no uso das novas tecnologias para responder às necessidades das aulas de educação semi-presencial e ED.
3. Os cursistas foram capacitados na criação de materiais didáticos, sua colocação e utilização na plataforma digital, mediante o uso das TICs.
4. O curso alcançou o objectivo de incentivar a evolução do pensamento crítico e a capacidade de inovação e colaboração dos professores, para o desenvolvimento de suas actividades docentes mediante o uso das TICs.

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International Journal of Human Sciences Research

Acceptance date: 16/04/2025

FACTORS BEHIND SCHOOL FAILURE AND DROPOUT: A CASE STUDY AT PORTO AMBOIM HIGH SCHOOL, ANGOLA

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INTRODUCTION

Failure and dropping out of school are worrying phenomena from the point of view of the development of society, the cultural growth of populations and the increase in quality of life. It is important to consider the latest trends among young people when it comes to transmitting knowledge, given that we live in a globalized world, where the advantage of fast communication and easy access to all kinds of information easily becomes a disadvantage, often contributing to a lack of interest in the subjects dealt with in the classroom.

Even so, in some societies, such as Angola, adolescents and young people have access to digital information, but many other factors such as the school, families, society and even the student themselves contribute to dropping out and affect school failure. In societies where the education system was universalized later and where the labour market does not demand academic qualifications, the attraction of youth work is a major factor in school dropout. In rural areas (where dropout rates are higher), the socio-economic determinants of this dropout become more evident, allowing for a sociological and cultural reading that helps to understand the problem, its seriousness and scale.

The various bibliographical references analyzed point to terms used to discuss the phenomena that lead students to leave school: Lima (2014) refers to “learning difficulties”, Osti and Brenelli (2013) focus on “low school performance”, Berg, Rostila, Saarela and Hjen (2014) examine “early school leaving”, Filho and Araújo (2017) highlight “dropout and school abandonment”. It is clear that for the various authors there is no agreement in the use of these terms and their definitions, although they all have in common the meaning of the student leaving the school environment.

School failure and dropout have become a cross-cutting problem in today's education systems. It dates back to around the 1960s,

with the need for schools, for economic and equality reasons, to find ways of guaranteeing the success of all their pupils at school. Today, it requires a re-evaluation, due to the profound changes that societies have been experiencing, both in the socialization of young people and in the demands that they are increasingly making on their participation in different social spheres.

However, demotivation combined with a huge lack of interest on the part of the students inevitably leads to an inherent lack of study, a lack of commitment to solving the proposed tasks and difficulty concentrating in the classroom. Another problem is the lack of knowledge that should have been acquired in previous years, which sometimes leads to students falling behind and, more often than not, failing at school. It is also the poor use of teaching-learning strategies by some teachers, who limit themselves to content to the detriment of know-how, as well as their attitudes that lead to difficulties in terms of student learning. The school, with its lack of structures to promote good training, has also been a major factor in promoting these phenomena. This situation, coupled, more often than not, with large class sizes, contributes to growing demotivation among young people. Thus, if students feel “attached” to school, they will probably feel more motivated, with higher self-esteem and more inclined to continue their studies. Everything must be done to ensure that our young people feel rewarded in the education system.

This research portrays the reality experienced by the students and teachers of the Liceu de Porto Amboim. It is structured as follows: I. Theoretical foundation, II. Methodology, III. Data analysis and interpretation, IV. Discussion of results and V. Design of an intervention plan for the Liceu de Porto Amboim, followed by Conclusion and Bibliographical References.

Failing and dropping out of school leads to a low level of education, contributes to social inequalities and is a major driver of marginalization, poverty, unemployment and weak personal, social, cultural and economic development.

THEORETICAL FOUNDATION

DEFINITION OF SCHOOL FAILURE AND DROPOUT

The study of social phenomena is always very wide-ranging from the point of view of the functioning of societies, the transformations they undergo in today's world and the current way of life.

Throughout the history of societies, many have been faced with various educational problems, which have led them to stop and reflect on the issue in a clear and concise way, in order to find a solution. In the meantime, internal solutions have been found with a high degree of external validity, i.e. certain resolutions that apply to the field of study in question and to other communities with the same aspects as the one studied. Society itself, with its constitution, way of life, culture, habits and customs, often already "excludes" the individual, in other words, it doesn't allow them to fit in freely and spontaneously, thus bringing about various problematic situations, negatively affecting their psychosocial development and school and professional training. Meanwhile, exclusion/self-exclusion can lead to various problems, including failure and dropping out of school. The issue of school dropout and failure is still the subject of much debate among educationalists, as the interaction between multiple determining factors is increasingly proving to be complex, challenging the dominant explanatory models.

As a preliminary definition, we can follow the *Dictionary of Psychology* by Doron and Parrot (2001, p.428) which proposes considering school failure as:

The situation of a student whose results do not meet the school's standards. It is translated into institutional measures (repeating a year, imposed guidelines), and one of the consequences is that a number of young people leave the education system without being able to acquire either a diploma or a professional qualification.

Ana Benavente says that when a student "falls behind, they are already failing, because they haven't achieved something that is supposed to be achieved by all students" (Benavente, Pires, Iturra, Pais, & Relva, S.d, p.1).

School failure is considered to occur when students fail to achieve the knowledge and skills predefined as curricular objectives, given their scientific and socio-professional relevance. Thus, until recently, a "*psychologizing interpretation*" of the process of school failure seemed to predominate, with the student being blamed, stigmatized individually, belittled by peers and teachers, and traditionally considered intellectually incompetent or morally immature (in the derogatory language of the school environment: "*dumb*", "*lazy*", "*distra**cted*" or even "*uninterested*").

Now, we need to reflect that the student alone does not make a school, but that it is made up of many other components that make it an educational institution, that the factors indicated in the various bibliographies and implicated in failure are interconnected, that they form a chain in the formation of the student and the constitution of the society of the future. To talk about school failure is to question the student, but also the teachers, the parents and the surrounding environment, the local school institution and the national education system and, in general, society, culture and the economy. And, based on this assumption of multifactorial complexity, the phenomenon cannot be judged on the basis of just a few factors; we need to analyze them all in detail and examine their interactions in order to understand the problem itself and plan educational

intervention programs, although - depending on the specific context - some factors may be predominant over others.

Pires (1988) distinguishes between school failure from two different perspectives, referring to “visible failure”, when it comes to school failure produced in quantitative terms through failures, repeats and dropouts, and “invisible failure”, expressed in qualitative terms, such as individual frustrations, inadequate training and lack of preparation for democratic participation. In this regard, it is important to note that Marchesi and Perez (2004) discuss the polysemy and semantic ambiguity of the term failure, recognizing that there are various understandings of it, enclosing several ideas in the same term: “*the pupil who fails and does not progress, either in the social and personal sphere or in school knowledge*”; the term failure in itself offers a negative image of the pupil, centering all the responsibility for school failure on themselves, forgetting that other agents, such as the family, the education system and the school itself, also have responsibilities in this whole process.

With regard to the definition of dropping out of school, we can adopt the proposal from Doron and Parot’s *Dictionary of Psychology* (2001, p.19), according to which dropping out consists of:

Leaving the education system, at whatever level, before having obtained a qualification or having completed vocational training.

All over the world, the issue of school dropout has preoccupied scholars. Researchers have often looked into what can be done about it. But as the debate continues, new factors are being recognized, forcing ever deeper reflection and a thorough analysis of each one.

According to Filho and Araújo (2017, p. 37), dropping out of school “means the situation in which the student leaves the school, but returns the following year (...)”, and the Basic Education Development Index/Ideb

(2012) points to dropping out as the “student’s withdrawal from the education system and giving up school activities, without requesting a transfer”; Ferreira (2013) refers to dropping out as the “failure of social relations that are expressed in the inhuman reality that the student experiences in his daily life”.

However, we can see the two phenomena accompanied by each other, i.e. “when an educational objective is not achieved, it can be said that there is school failure” (Benavente, 1974), and this failure can be due to various factors. In different societies, the factors vary and can arise according to the characteristics of the society, its way of life, constitution, habits and customs, among others. The factors can also be related to socio-family conditions, school/curricular conditions, socio-cultural and socio-economic structures or even the individual characteristics of each student (Mendonça, 2006). The phenomenon of failure can lead to school dropout (Pires, n.d.; Rangel, 1994).

However, the problem of underachievement and dropping out of school is much more common than you might think, considering that there are more and more internal and external situations that “force” students to leave school without at least completing the training cycle they set out for.

Pires (1988) stated that talking about school failure is the same as talking about failures, while other authors give the idea that school failure is a failure on the part of the school and define it as “the difficulty that the school has in training minds that already have a cultural knowledge of reality”, Martins & Cabrita (1993) reinforce this idea by referring to the fact that students do not reach the end of the cycles within the time limits stipulated for this. Cabrita (1993) reinforce this idea by stating that school failure is generally attributed to the fact that students don’t reach the end of the cycles within the time limits stipulated for this, which is reflected in high rates of failure and dropping out of school.

Over time, other factors such as the socio-economic conditions of the family and deficiencies in the educational systems have been taken into account, partially absolving the student and putting them aside when it comes to failure, as if they were absolved of all responsibility for their failure.

The understanding and definition of the “culprit” is even more pronounced when Benavente (1990) points out that students are incapable of resolving their contradictions, such as:

- Between the school and the reality in which they live;
- Between the learning required by the school and the learning they do in their family and social environment;
- Between the aspirations, values and norms of the family and those demanded of them by the school.

However, it's easy to say that the student doesn't study, doesn't care, doesn't get involved or doesn't participate as they should, subjectively assuming that the student and no one or nothing else is to blame for the failure.

When we look at these assumptions, we see a situation in which the student withdraws from school, and failure becomes the path that the student should have followed and did not complete. Therefore, at this point, the question of dropping out arises, which can be characterized as a definitive withdrawal. Isabel Valente Pires (n.d.) states that the pinnacle of underachievement is dropping out of school, because a student can be held back for a year and still continue when the next year begins, thus not contributing to the dropout rate, but it is important to pay attention to those who repeat several times and therefore do not make acceptable progress.

Benavente, Campiche, Seabra and Sebastião (1994) state that school failure is an extreme situation of social exclusion, as it affects a section of the population that still has a lot to contribute: “in open or silent rupture with a compul-

sory and obligatory school that is not a right, but only a duty” (pp. 11-12). For the same authors, the concept of school dropout still lacks a specific definition, as dropout means that a student leaves school without completing the level of education attended for reasons other than school transfer or death. Knowing the reason for dropping out may be good, but it doesn't change the fundamental issue: dropping out itself, the act of dropping out.

Although the phenomena of underachievement and dropping out may have a generally identical and transversal configuration in different cultures and societies, the specificities of each one shape their profile. In general, failure leads to dropping out of school. These lead to professional disqualification, the individual carries a negative experience, characterized by frustration, failure, impotence, concealment and flight that will interfere with personal and professional life, Ouro (2009, p.38) points out: “in relation to professional expectations, the students themselves relate the profession they wish to have with the necessary literary qualifications, referring to the need to complete the 12th grade in order to obtain a more qualified and better paid job.”

Benavente (1994) pointed out that young people who leave school prematurely experience a phenomenon of social disqualification because they are neither adults, nor workers, nor children, nor students. Institutions are not responsible for their education, but they cannot take responsibility for their lives. Mateus (2002, p.144) states that school “contributes significantly to the reconstruction of students' future projects”, but a large number of young people leave school even without having completed a stage of their education and acquire new ways of living that are considered “self-destructive”.

The role of the state in creating the conditions for students to remain in a school equipped with the human and material resources

to optimize the conditions of the teaching-learning process is also highlighted, in line with the ideal of equal opportunities and “education for all”, favoring access and success at school for all citizens. The family, as the first social cell the individual meets in their life, also plays a key role in stimulating and motivating the individual to continue studying and, above all, not to give up on their ideals.

EXPLANATORY FACTORS FOR SCHOOL FAILURE AND DROPOUT

There are many different factors in the scientific literature for school failure and dropout. However, some main and predominant factors in both phenomena are invariably identified, such as the family, the school and the socio-cultural environment, or even the student themselves (Mendonça, 2006). Thus, school failure is the result of a series of factors acting together, none of which can cause it in isolation, and in the words of Dore and Luscher (2001, p. 775) “several situations work together. 775) “several situations contribute to the retention and repetition of students in school: the student leaving the institution and the education system, the failure to complete a level of schooling, leaving school and then returning”, and the level at which the student drops out is also often taken into account. According to research carried out by Montmarte, Mahseredjain and Houle (2001), it was concluded that “dropping out is more noticeable in general education and second cycle classes, unlike the data obtained at the higher level of education.”

According to Palacios (2004), it should be borne in mind that the experience of underachievement is highly probable if there is a link between individual characteristics, their respective educational experiences, the clash between school culture and family life or the influences of other broader social and cultural factors, and Paulo Feire (1978, p.34), in the same vein, states that:

The oppressed, who introject the ‘shadow’ of the oppressors and follow their agenda, fear freedom, insofar as freedom, implying the expulsion of this shadow, would require them to ‘fill in’ the ‘void’ left by the expulsion with another ‘content’ - that of their autonomy. That of their responsibility, without which they would not be free.

An education geared towards freedom and the inner search for what the individual wants and needs for their life, is what is intended, because Libâneo (1982, p.65), states that “liberal pedagogy supports the idea that the school has the function of preparing individuals for the performance of social roles, according to individual aptitudes.”

A case study on the causes of school dropout, carried out at a school in Itupiranga, by Silva (2015) reveals factors such as lack of interest on the part of the student, a risky situation on the way to school, work to support oneself and the family, lack of incentive, migration to another municipality, lack of a healthy interpersonal relationship within the school, failure, pregnancy and marriage; A parallel study also reveals a lack of support from the family, a social environment that is not conducive to school attendance, a non-inclusive school, low economic income, etc. However, there are some indicators that the student is facing a temporary situation that probably won't lead to failure, and others where they are at imminent risk of failure and/or dropping out of school. In the search for a clear classification of the factors involved in school failure and dropout, Filho and Araújo (2017, p. 24) state:

Internal and external factors, such as drugs, time at school, successive failures, lack of encouragement from family and school, the need to work, too much school content, alcoholism, the location of the school, vandalism, lack of values training and preparation for the world of work, can be considered decisive when it comes to staying or leaving school, adding to the ranks of the unemployed.

Socio-family factors

It is well known that the environment is one of the important factors in determining how an individual behaves in relation to his or her peers, so when analyzing phenomena as complex as school failure and dropout, we need to take a moment to talk about the environment. In psychology, the term *environment* is used as a synonym for *surroundings* and designates the living space of an individual, a group, a species, and encompasses the physical and social environment.

It is important to take into account the environment, or what is still known as the surroundings, insofar as the individual transforms it and is transformed by it. Therefore, if an individual faces difficulties in their environment, they will certainly have difficulties with the teaching-learning process. For example, the distance between home and school can be a reason for failure when the individual has to walk or spend money on transportation. Meanwhile, an environment that doesn't provide enough stimuli for the student to stay in school is also relevant, since a good part of their life is spent in educational establishments.

Analyzing the scientific literature, Bourdieu (1986), Martins (1993), Braconnier and Marcelli (2000), Ramos, Rijo and Lima (2012), Alves, Martins, Brito and Almeida (2014), Torres *et al.* (2014), Tchifulezi (2016), we can point to the following characteristics of the socio-family environment associated with failure and dropping out of school as particularly relevant:

- Low academic performance from the socio-family group to which the student belongs and their reference groups, because, according to Alves, Martins, Brito and Almeida (2014) "the success or failure of young people at school, as a dimension of human development, is conditioned by the social contexts in which they interact, such as peers, family and socie-

ty." and although studies such as those by Tomé, Camacho, Matos and Diniz (2011) point to influences from the environment, they refer mainly to negative influences;

- Weak sources of external influence and motivation, because as Tomé, Camacho, Matos and Diniz (2011, p. 755) state, "during adolescence, young people's social horizons are broadened by their peers, but their parents remain the main source of support." Braconnier and Marcelli (2000) reinforce this by stating that young people's success is influenced by the family, because this is where a substantial part of social learning takes place;
- Lack of motivation to complete their studies, due to a perceived lack of employment or greater employment opportunities for unskilled labor, devaluation of academic diplomas or lack of recognition of academic merit. A study by Torres (2014) indicates that young people whose parents only have schooling equal to or higher than the 3rd cycle of basic education, approximately 50% have already been held back, while young people whose parents have completed secondary or higher education, approximately 70 and 90% have never failed and Bordieu (1986) said that "middle-class parents generally invest in monitoring their children's schooling and facilitate access to the cultural capital they need to succeed". It would therefore be normal for them to invest in their children's future by investing in what has always worked for their parents;
- Lack of stimulus from the environment, characterized by a lack of libraries or media libraries, lack of programs that encourage school engagement, thus Queiroz (2012) concluded that families

living in disadvantaged social contexts who have good expectations are middle-class and lower-class families who, although distant and uncommunicative with schools, seek to revitalize the discredit and revalue their identity, among other things, by promoting schooling for young people. We can see a degree of connection between the lack of conditions and the motivation to achieve a certain goal, which often turns out not to be a very fruitful effort, since these, combined with the lack of conditions or infrastructures that promote access to school, namely public transport, can become an impediment;

- The existence of behaviors or characteristics that encourage dropping out of school, such as the existence of cheap gaming parlors, or other attractions associated with the consumption of alcohol and drugs without control, because as Benavente (1990) tells us, the theory of sociocultural handicap finds justification for the degree of school success in the social class to which the student belongs.

It is essential that society today is increasingly aware of the problem of school failure and dropout and how these factors negatively affect the mental growth of a population. Most of the problems related to these two phenomena are linked to a lack of motivation, the fact that families have low incomes or economic difficulties, poor relationships with the school or maladjustment at school level, leading to a series of antisocial behaviors.

Regarding the family/school relationship, Chechia and Andrade (2017) state: "The school needs to understand and accept the language of the family, which is most often uneducated and rudimentary, and the moment the family and the school can understand and accept each other, the relationship between them will probably be successful." Formosi-

nho (1988) emphasizes the role of the family in this process, stating that "extracurricular factors have much more influence on school success than school factors" (p. 180). There is therefore a strong relationship between social origin, which is determined by the cultural and economic level of the family, and academic achievement.

Many studies, including those by Benavente (1994), are unanimous in stating that what is more decisive than the family's economic standard of living is its cultural level, as this is a very important factor in the child's development at school. In this context, the school, by being egalitarian and treating all young people as equals, ignores the students' differences.

According to Villas-Boas (2000) "one of the factors that can help to reduce the cultural discontinuity between some families and the school is parent meetings." The school is able to compensate for the inequalities in "cultural" and academic capital that exist in families. Indeed, as Grácio (1997, p.83) argues:

The differences in commitment related to the cultural capital of families are not felt in the same way throughout the various years of schooling, so the influence of social origin decreases as you progress through the schooling cycles, suggesting that there is an increase in the effects of school socialization.

Parents' social class and schooling influence their children's school choices and students with the best school results choose scientific areas and education, while students with lower results attend technological courses. Clearly, the social context experienced by the individual will be their strong basis for making decisions throughout their life, the individual will prefer to stay where they feel most comfortable and what they are used to living with, in this case, according to the influence of their parents.

It is also very common for children to follow the same profession as their parents, being dragged along by the way they are guided and educated from an early age and by their formation of moral standards and values. The fact that children usually follow what is instilled in them by their parents often becomes a decision that is not made by the child and can cause future frustrations if it doesn't meet their own needs. Family problems also have a negative impact on children's schooling. Muñiz (1993) states that "when the couple doesn't function properly, the child's interests are reabsorbed by family conflicts and the fears that derive from them and, therefore, the ability to take an interest and face problems and difficulties at school is diminished and imbued with family problems."

Students often fail because they are trying to increase their family's income while they study, and they drop out of school because they feel that this way they can make it happen more quickly. Families' lifestyles, anxieties, economic and even emotional needs are all causes that need to be analyzed and looked at from a global perspective, not just a local one.

Many students start a school day fasting or with insufficient food, as a result of economic shortages or lack of time. Sometimes food is replaced, or put in second place, by valuing more objects of modern technology or even fashion, in which case there is a mindset that doesn't rationalize the expenses that are made.

However, the inability to meet the costs is the first situation that arises in a context where there is a lack of resources. Compulsory schooling becomes a way out, and even this becomes difficult to achieve when it comes to teaching materials, leaving the neediest families out in the cold. In this situation, it is important to note that some regions have these conditions for compulsory schooling, a context that is completely different in many third world countries, or in the most specific case,

Angola, where there is no school transport, school supplies are scarce, food is completely the responsibility of the families, as is accommodation.

Thus, failure and dropping out of school are also related to the lack of conditions experienced by deprived families, and it should be noted that deprived families have little or no time to give their children moral support and encouragement, to the point where it is entirely the student's responsibility to make things happen and get through a certain stage of their education. On the other hand, we should also note that, given this lack of conditions, the distance traveled from home to school becomes a considerably negative factor, causing tiredness and demotivation to go to school.

We have seen so far that the family plays a very important role in students' lives, and is a factor to be taken into account when it comes to failure and dropping out of school. Thus, there are still some points to take into account in this relationship, because, whether through symbolic or material actions, the family plays a decisive role in the students' school career. Pardo (2000) agrees with this when he states that:

The family's level of education affects aspirations, choices and academic success. Families with a high level of cultural capital give their children orientations related to the prestige and quality of a school diploma. On the other hand, families with a low cultural level instill in their children a perspective of the near future, seeking to reduce costs and acquire immediate income. They are unaware (or unable) to see the benefits of school.

There is a relationship between parents' educational qualifications, their occupation and failure at school, which can be seen not only in how well they do during their education, but also in their choice of courses or areas of training. We believe that the higher the quality of the family environment, the greater the chance of development and success at school.

A study carried out by Pozzobon, Mahendra and Marin (2017) points out that “some parents admitted to having significant difficulties in relation to their children’s education. They realize the importance of family participation in school and believe that they are at fault with their children in this regard.” While Benavente (1992) states that “families have different attitudes towards the school depending on how close their values are to those conveyed by the school.”

In general, socially disadvantaged families are unfamiliar with the school and how it works, they have a less than positive view of it, they don’t feel comfortable in a situation where they have to go to school and therefore don’t attend meetings very often. On the other hand, in socially advantaged families, parents follow their children’s schooling, keep themselves informed and talk to teachers, although there has been some difference of opinion, in that the more advantaged families have been busier and therefore have little time to dedicate to finding out about their student’s school life. However, it is always extremely important for the school to draw up and develop strategies to improve the participation of parents and guardians in the school, in order to achieve active participation and for both to move forward in the construction of education.

We often see situations where students are “handed over” to school at a young age and families give teachers full responsibility for their children’s education. The formation of an individual begins with the family, extends to the social environment and the school provides the appropriate knowledge to deal with the various situations in society. That’s why it’s so important for families to be made aware of the importance they have in the child’s upbringing and education, in order to train them as young people and adults in the future.

Filho and Araújo (2017, p. 25-27) distinguish social factors that are relevant to the issue discussed here:

- 1) The lack of options when choosing vocational training courses, which translates into a lack of interest or motivation, because there is no link between the student’s aspirations and the training they have been subjected to;
- 2) Difficulty integrating into working life, reflected in the school’s own lack of preparation at the time the student leaves for working life, caused by a social maladjustment experienced within the school climate;
- 3) The inappropriateness of the training courses to the job market, which translates very easily into failure, as the student sees no future in the training they are doing and tends to give up;
- 4) Young people working early, young people joining the job market early, with different justifications and different life prospects. Among many other things, we can also mention social causes, such as delinquency, drug use, early pregnancy, family habits and customs, illnesses, the social configuration motivated by the economic and political situation and a very important factor that has to do with the parents’ way of life (going to the countryside, raising livestock).

The involvement and accompaniment of families at school and in school activities, the establishment of contact with teachers and class directors, is a fundamental premise and a good indicator of the existence of family support.

School factors

The school is a unit of complex relationships based on an educational context. However, when we consult the literature, we realize that there are various factors within the school itself, which are at the root of school failure, for example Benavente (1976) who explains failure by the school's inability to differentiate the ways of teaching according to the student and their social background. Even so, authors such as Perrenoud (2002) point to the inconsistency, incoherence and planned ineffectiveness of educational policies, as reflecting, among other dimensions involved, a poor investment in resolving school failure and only a change in the way it manifests itself and warns that school principals and staff are more concerned with preserving or improving their position and managing their organization than transforming pedagogical practices with a view to guaranteeing school success for all. Thus, "the combination of individual characteristics, their respective educational experiences, the clash between school and family culture, or even the inadequacies of other broader social and cultural factors, makes the experience of failure highly probable" (Palacios, 2004).

According to Leite, Fernandes, Mouras and Sampaio (2015), the absence of institutional partnerships limits the school's ability to collectively diagnose and intervene in problems. In this way, there is no way of getting to know the community, there is no way of knowing which problems are really common and seeking solutions for the benefit of all, because, as Hespanha (2008) states, partnerships imply a better knowledge of the reality where you want to intervene and Formosinho (1997, p. 24) also points out that:

The social problems of the community are also the problems of the students as members of that same community, and it is to this extent that the school should be aware of them, since the heterogeneity of the school population and of the contexts in which the school is inserted implies, in itself, profound changes in the moral and social values of the school.

Groups that find themselves in situations of imminent risk tend to be inclined to avoid taking responsibility for their actions, and in the specific case of school failure, this leads to a constant "blame game" between teachers, families and students, which induces the problem to persist and become increasingly strong and evident, as can be seen in the various studies and research carried out by different authors. We call for awareness of the active role of each person in the construction of knowledge, in changing society, in implementing values and moral norms, and a joint search for a solution to the problems experienced individually, but suffered collectively, bearing in mind that the future of the student who is failing at school today will certainly be an uncertain one, and the direction taken today by the modernization that characterizes society worldwide does not allow for uncertain futures, leaving them socially excluded.

In addition, everything that is considered to be the student's malaise is considered to be an indicator of school failure, because just the fact that, once schooling is over, the ability to mobilize the knowledge acquired, the curiosity or desire to achieve greater culture is not triggered, already demonstrates that education has not been fulfilled and quoting Oliveira (2017) "in order to analyze the institutional dimension of school failure, it is also necessary to understand to what extent the focus of the school's action is the student and how the educational establishment realizes its concern", because when a student is labeled as being good, they internalize this label and

act in the way they are seen to, good students, studious and deserving of the praise they receive, on the contrary, they also get feedback, in other words, if they are labeled as bad students, they tend to behave in the way that characterizes them as such: low grades, aggressive and destructive behavior, claiming within himself that he is already a bad student, and according to the national education council in Brasilia (2017, p. 6) “the curriculum is always moldable and its development flexible and necessarily differentiated according to the learning contexts and the actors present (...)”.

We can understand that the school, with all its technical and structural apparatus, its management (administrative and curricular), pedagogy adopted, teacher training, ways of intervening with the student and the surrounding environment, can influence a weak level of competitiveness, indicating a low level of effort and bringing with it demotivation, often translated into a lack of encouragement.

When we talk about school and its relationship with underachievement and dropout, we quickly come to look directly at the relationship between teacher and student. This is because the two are the main players in the teaching and learning process, and the school is the place and the means for the two individuals to meet. But the school ends up playing an important and even responsible role in this process, because it has the duty to create the structures and means that will optimize learning.

Marisa Alves (2009) highlighted the “teacher effect” in the production of school success, also pointing out that it is a decisive factor in the transformation of the student. The author also highlights the importance of the teacher in contributing to school success, working together with the student and the family.

The teacher needs to be able to establish school equity by rectifying language and, in turn, changing communication relationships, reducing linguistic misunderstandings and

minimizing failure through the teacher. Alves (2009) argues that “in the opinion of the students, the teacher-student relationship and the teacher’s expectations are associated with school (in)succes.” In studies on school failure, the teacher is always pointed out as the link that creates a balance, the conductor of the relationship created between the two. In this way, the teacher also needs to be so committed and dedicated as to be able to captivate the students and transmit positive ideas about what he or she thinks of the process in question.

Cortês and Torres (1994) believe that the teacher’s belief in the students’ chances of success is important, as they argue that “teachers who don’t believe transmit their disbelief, even if unintentionally.” Belief/disbelief in the student’s potential, especially in those who are socially disadvantaged and who have little or no family support, becomes very important, as it will be the basis of their emotional and moral support and will give them the strength to continue, we call this phenomenon the Pygmalion effect, named by Robert Rosenthal and Lenore Jacobson (Oliveira, 2007, pp. The Pygmalion effect is considered positive from a dualistic point of view, i.e. there needs to be a reciprocal positive expectation between teacher and student. This expectation of success can be self-expectation (when it comes from the individual themselves in relation to their own success) or an external expectation of what success might be. However, Rosenthal and Jacobson considered I.Q. for academic achievement and student behavior as variables to be taken into account, but in the initial idea, the teacher is the Pygmalion of the school, being the communicator of expectations that shape student behavior.

However, it is important not to assume straight away that a particular factor is responsible for a particular phenomenon, as they are highly variable and have multidirectional causal relationships. Costa (2008, p.94) states that:

The presentations about school failure are not clearly assumed by any of the actors to be the result of pedagogical and/or organizational causes, which, at the level of the teachers, translates into a lack of questioning of their practices, of their actions, since they are not involved in the problem.

Pires (1988), Fernandes (1991) and Formosinho (1991) mention the school as being responsible for school failure, referring to a number of factors, including the type of courses and curricula, the structure and methods of assessment, the way students are grouped, and the scientific and pedagogical preparation of teachers. Paulo Freire (1970, p. 68) in his work *Pedagogy of the Oppressed*, stated that: “between remaining because he disappears, in a kind of dying to live, and disappearing through and in the imposition of his presence, the ‘banking’ educator chooses the second hypothesis.” From this we can see that when education is imposed, there is no significant development or change, and there remains a void in the being who is “educated”, because in fact theoretical knowledge is instilled in him that has nothing to do with his reality and that the student cannot identify with.

However, students are not all the same, as Benavente and Correia (1980, p.20) state: “it is important to emphasize that it is the school’s responsibility to be proactive and to ensure that there is variety and pedagogical distinction”.

In the 1970s, Bordieu and Passeron stated that schools can only reproduce social inequalities by favoring the advantaged, and we are still struggling with the same problem today. Public education policies should focus more on processes than on results.

On the other hand, let’s also talk about the conditions of the school’s own infrastructure, which, because of its purpose, needs to be attractive, have structures and conditions that respond to the needs of the students, even as a matter of inclusion, and in the era in which we

live, we can’t have a school that doesn’t have a library, whether it’s virtual or more traditional, space for sports, a psycho-pedagogical support office and even the promotion of co-existence and social exchanges. A school that provides the conditions mentioned here will certainly promote greater student adherence and permanence, making it the ideal place to motivate, develop skills and provide equal opportunities for users.

We came to the conclusion that, according to the theoretical framework we found, some of the factors behind school failure and dropout are: 1) The school’s inability to differentiate the ways of teaching according to the student and their social background; 2) The incoherence and ineffectiveness of educational policies; 3) The cultural clash between family and school; 4) The lack of institutional partnerships; 5) The student’s unease at school, caused by various situations; 6) Poor teacher-student relationships and low expectations of each other; 7) Lack of confidence in the development and intellectual abilities of students; 8) Deficiencies in school facilities; 9) Ineffective assessment structure and methods, ways of grouping students, scientific and pedagogical preparation of teachers; 10) Reduced connection to the family and the surrounding environment; 11) Lack of attention to individual and social needs.

Individual factors

Benavente (1980) refers to the innate abilities of each student, because in his view, “it is the student himself and his IQ that determine failure or success at school, understanding the aptitudes of students in the talent, or lack thereof, for studies and the relationship with academic performance.” But he also states that “not all children learn for the same reasons, nor at the same time, nor in the same way” (1980, p.64). Peixoto (1999, p. 130) also indicates intellectual level as an aspect linked

to school failure, when he says that “as we move from high to low intellectual level, the percentage of subjects with zero failures decreases”, adding self-esteem and referring to it as another aspect related to failure. When there is nothing to achieve, the objectives are not well defined and the means to be used are not identified, the student wanders around and cannot see what is around them and the opportunities they have in their hands, this leads to low self-esteem and they easily feel demotivated and disgusted, consequently leading to failure. Failure, in turn, is halfway to dropping out of school. The items described above are interconnected, and one can lead to another and thus both lead to dropping out of school, but there is not necessarily a logic to their sequence.

Motivation, whether extrinsic or intrinsic, brings about major changes in the student and leads them to set goals and look for ways to achieve them, because they can look for ways and strategies for significant change on their own. Often, the awareness of a certain situation experienced by the family, if they are socially disadvantaged, leads to intrinsic motivation, which translates into the desire to overcome barriers, succeed in life and get the family out of the bad situation they are in.

According to Muñiz (1982), there are typical behaviors observed in the family environment of students who, in general, will be unsuccessful. They are seen as confused, lazy, distracted, unable to concentrate on the tasks they have to perform, lacking interest and responsibility and always attributing their failure to others.

According to Elizabeth Musterberg (1980), students with serious learning problems show the following types of behavior: 1) Restlessness: hyperactivity, distraction; 2) Low frustration tolerance: inability to accept failure or criticism; 3) Irritability: little inner control, impulsiveness; 4) Anxiety: tension, embarrassment; 5) Retreat: passivity, apathy, depres-

sion; 6) Aggressiveness: destructive behavior towards others; 7) Constant attention-seeking: absorbent, controlling, impertinent; 8) Rebelliousness: defiance of authority, lack of cooperation; 9) Somatic disorders: nervous gestures, headaches, stomachaches, tics, drumming with fingers, tapping feet, curling hair; 10) Schizoid behaviour: going unnoticed, talking to oneself, weak and disorganized contact with reality, strange behaviour; 11) Delinquent behaviour: stealing, setting fires.

These are identified as the main behaviors that cause serious learning problems and can lead to failure and possibly school dropout. In a quick and summarized analysis, it can be seen that these behaviors, characterized as antisocial, appear in most cases of failure and dropping out of school, because, in fact, there is already a tendency not to participate in school activities which, together with the symptoms, gives the student sufficient reason not to attend school anymore.

In addition, Elizabeth Musterberg (1980) points out the following as characteristics of situations considered to be temporary: 1) The student shows distress and disgust at their poor academic performance; 2) They show depressive symptoms, but actively try to solve the problem; 3) They ask for help and are eager to take advantage of it; 4) There are alternations in their performance, characterized by small improvements, followed by relapses. In general, when a student shows these symptoms, it means that they are not yet rigidly structured, because they give in at certain times.

An alarming situation is indicated when the student's behavior tends to have the following characteristics: 1) The student tries to cover up their poor performance, not expressing distress or displeasure; 2) They look for all kinds of justifications which are generally not appropriate to reality; 3) They seem to be unaware of their difficulties, nor do they judge them responsibly, they don't know what tasks or work to do,

or how to do them; 4) They don't look for solutions, nor do they ask for help, and if they do get it they refuse to accept it, always taking a negative attitude towards any school work or request; 5) There are no signs of improvement, but rather they face a permanent situation with slight variations.

Filho and Araújo (2017, pp. 25-27) also point to internal factors as indicators of underachievement and school dropout: 1) Failure: seen as a necessary evil, but which happens most of the time when it is extremely necessary. In Angola, for example, it can be understood that the new education system was created to eliminate this, but there are some important premises that we believe were not taken into account when designing the system; 2) Exam results: the tendency is to use exams as the main indicator of school success. In Angola, for example, continuous assessments are carried out during lessons, but the exam result will have the greatest weight in the final score. And so a bad exam result is a strong cause of failure; 3) Being behind at school: this causes a correlation between age and the class attended by the student, and being behind at school delays the whole process of education from an early age. In this way, the student will always fall out of line in subsequent classes and the difference in age makes socializing with other classmates less healthy; 4) Absenteeism: the result of dislike of school, or of some relevant factor linked directly or indirectly to the student; 5) Dropping out: in general terms, it reflects the rejection of school by those who feel excluded from it for many reasons; 6) Personal feelings: the self-image of failure that everyday life helps to build and which often precedes any of the causes mentioned above.

Thus, all the phenomena and players mentioned and observed here do not act separately, and one alone can be a sufficient cause, but they are usually always accompanied by others that are equally relevant. Educating

young people for academic training will not only be a solution for the individual's life as such, but also for the lives of those who live with them, preventing them from behaving inappropriately in society.

We can understand that student failure depends on a number of factors, namely: 1) Low self-esteem; 2) Substance abuse; 3) Behavioral problems; 4) School demotivation; 5) Lack of school ambitions; 6) School absenteeism; 7) Attraction to the world of work; 8) Indiscipline; 9) Learning difficulties; 10) Health difficulties; 11) Low performance in mother tongue and mathematics; 12) Early motherhood/paternity; 13) Crime.

STRATEGIES FOR OVERCOMING SCHOOL FAILURE AND DROPOUT

The factors described above influence failure and dropping out of school, some of which can be a major influence on their own and others which act together. The subject of failure and dropping out of school has been studied extensively, as have the consequences of these two phenomena, which are logically part of a diverse range of factors.

Pozzobon, Mahendra and Marin (2017) state:

It is therefore important to encourage students to seek growth, to try again, and teachers to seek out new technologies and information. We want a school that values multiple skills and abilities and that works closely with families to strengthen their goals for the healthy development of the citizenship of the new generations.

In this context, it's common to say that we can't talk about a problem without pointing to solutions. So, below, we can look at some strategies, from a general point of view, to take into account in order to combat school failure and dropout, although we can intervene in both phenomena separately.

Strategies for overcoming school failure

Promoting and ensuring success at school for young people is an important task, and for this to happen, the role of parents, teachers and psychologists is crucial in the choices of school path and the options to be followed by students at the end of basic education. When students are underachieving, action must be taken to promote success, but their environment must be taken into account, as it alone cannot overcome their situation. The following are strategies that can be used to address this phenomenon:

- Identifying students who are weak in terms of academic performance and being helped by teachers to read or identify their successes and failures, more in terms of method and school workload than their cognitive ability, will help them to overcome their weaknesses or limitations, as Almeida et al. (2008, p.175) state that “obviously, by emphasizing effort, students end up learning to value the appropriate use of learning strategies, which are always necessary in any learning and academic achievement situation.”
- Constant flexibilization and reorganization of the curriculum, as Benavente (2001, p.114) points out, “the flexibilization of curricula, adapting them to the needs of the students”, while Silva (2003, p.181) states that it is “urgent to reorganize the curriculum and adapt the assessment to the curriculum”.
- Promoting pedagogical quality and human quality, i.e. the pedagogical relationship of what we achieve within the school and classroom. UNESCO, (2014) “(...) teachers should not take responsibility alone”. This report also shows that they only succeed if they excel in the right context, with well-designed curricula and assessment strategies that enhance teaching and learning.

- Reducing the number of students per class, giving the teacher the opportunity for greater group and personal interaction and attention to individual needs, although some independence in terms of study is already evident in certain classes (for example, in the second cycle).

Strategies for overcoming school dropout

Support and encouragement for students, from teachers in terms of disciplinary reinforcement and, above all, greater support and encouragement from parents, as Soares, Fernandes, Nóbrega and Nicolella (2015, p. 770) state “(...) family mediation is very important in cases of dropout, as the importance that the family attaches to education can be decisive in ensuring the continuity of studies (...)” As Costa (2008, p. 54) says, “beyond this core of causes and solutions lies the school, both in its pedagogical and organizational aspects.”

The school must act from a social point of view, together with the families, because, as Alves (2009, p.51) states, “affection and help are the basis for transforming students who are underachieving in order to positively reverse their situation.” In addition, the results of an intervention showed an important perspective:

(...) that through involvement, parents can find new paths for the trajectory of their children's school life, and discover that school failure can be reduced, and school can have another meaning for the family and the student, be respected and considered important for their child's personal and social fulfillment. (Chechia & Andrade, 2017, p. 112)

The creation of physical conditions in schools, such as laboratories, gymnasiums, libraries and a whole set of conditions that are fundamental to the effective success of students, is of the utmost importance. There is an urgent need to create a concept of a complete school, which has all the conditions for a global and full education with equal oppor-

tunities and, on the other hand, the creation of properly organized spaces for students to dedicate themselves to cultural, sporting and vocational training activities, which seek out their deepest vocations, thus combating the formal atmosphere in schools.

However, it's not always easy to achieve the objectives proposed by the school, idealized by political models, and adapt to society, but we need to take into account the formation of the individual of tomorrow and the society we want to have in the future, the one to which our descendants will belong, and for this reason, projects have been created to participate in and elevate the educational system. Among others, we can mention the TurmaMais Project (2013), whose main objective is to create organizational and pedagogical conditions that lead to an effective improvement in students' learning and school results, focusing on preventing school failure in basic education. They advocate immediate intervention by educational agents at the first signs of student disinterest in school, which is a preventive intervention.

In the literature consulted, the school is highlighted as the main educational agent that must take measures to prevent failure and school dropout. In fact, according to Silva (2015, p. 11), after an investigation that identified factors for school dropout, "schools should draw up a suitable project for their own students and not follow ready-made models (...)". In this context, it is considered extremely important to rethink and reorganize the school in order to take into account the commitment and total involvement of the students, the delivery of society and the understanding of the knowledge acquired as mechanisms for change, a lever for development and social equality. Sharing the same position, Soares, Fernandes, Nóbrega and Nicolella (2015, p. 770) argue that "there needs to be specific programs and projects for each school, which increase the interest and motivation of young

people at risk of dropping out (...)" and, therefore, Filho and Araújo (2017, p. 45) also point out ways of combating failure and dropping out of school:

A change that is not simply a passive adaptation, but one that seeks to find its own place in the construction of something new, allowing for the expansion of human potential and the emancipation of the collective, looking in all directions and dimensions - historical, cognitive, social, affective and cultural.

Creating ways of coping from the perspective of the system, the school and the individual, capable of alleviating the causes that lead to overcoming difficulties in order to reduce school dropout, are discussions that could indicate this phenomenon.

However, for Filho and Araújo (2017, p. 45), "it is essential that educators use their methodologies to teach beyond what is necessary for the completion of education and age and class adequacy." However, Silva (2015, p. 11) states that "Teachers, together with the pedagogical team, should always be updating their knowledge and teaching methods (...)."

Pozzobon, Mahendra and Marin (2017), when carrying out research into school failure, in which 58 teachers participated, concluded that "...the majority of teachers surveyed consider the existence of school recovery programs to be necessary and even beneficial, but they do not evaluate the conditions in which these programs are developed very positively." Silva (2015, p.11) corroborates the same idea, in that he recommends a "contextualized curriculum that gives more meaning to learning" as a way of improving students' performance at school and reducing failure and dropout.

Of course, we will always have to deal with cases of underachievement and dropping out of school, but the aim is to create ways of increasingly eliminating these phenomena and creating a society in which all individuals have equal treatment and opportunities. It is also

important to pay attention to each particular case, such as the type of society, its habits and customs, its constitution, way of life, the way it views school attendance, among other aspects, and to work towards promoting productive involvement between family, school, student and the surrounding environment.

SCHOOL FAILURE AND DROPOUT IN ANGOLA

THE EDUCATION SYSTEM OF THE REPUBLIC OF ANGOLA

The Basic Law of the Education and Teaching System, no. 17/16 of October 7, 2016, is the document that establishes the general principles and bases of the education and teaching system. In its first point, Chapter I, Article 2, it defines education as “a planned and systematized process of teaching and learning, which aims to fully prepare the individual for the demands of individual and collective life”. In point three, it also states that:

The Education and Teaching System is the set of structures, modalities and educational institutions through which the educational process is carried out, aimed at the harmonious and integral formation of the individual, with a view to building a free, democratic society, based on the rule of law, peace and social progress.

Article 4 defines the purposes of the education and teaching system, among others, as the following:

- b) to ensure the acquisition of knowledge and skills necessary for adequate and effective participation in individual and collective life.
- c) to train individuals capable of understanding national, regional and international problems in a critical, constructive and innovative way, so that they can actively participate in society in the light of demographic principles.

Chapter II sets out the general principles of the education and teaching system, and Article 9 (Universality) states that:

the education system is universal, so that all individuals have equal rights to access, attend and succeed in school at the various levels of education, provided that the criteria of each education subsystem are observed, ensuring social inclusion and equal opportunities and fairness, as well as the prohibition of any form of discrimination.

Article 10 (Democracy) states:

the education and teaching system is democratic in nature, so that, without any distinction, all individuals directly involved in the teaching and learning process, as agents of education or partners, have the right to participate in the organization and management of structures, modalities and institutions related to education, under the terms to be regulated for each education subsystem.

In Article 11 (Gratuity), the third point states that “payments for enrolment, class attendance, school materials and other charges in the second cycle of secondary and higher education are the responsibility of parents and guardians or of the students themselves, in the case of adults”, while in Article 12, the first point states that “compulsory education translates into the duty of the state, society, families and companies to ensure and promote access to and attendance at the education and teaching system for all individuals of school age”.

Chapter III presents the organization of the education and teaching system. Thus, the first section, in its article 17 (structure), point two establishes in paragraph b) the general education subsystem and in point three paragraph c) secondary education, which is the field of action of this investigation. Article 33 defines the following specific objectives for the second cycle of general secondary education:

- a) Ensure solid, in-depth training in a particular area of knowledge;
- b) To prepare students for entry into the higher education subsystem or for vocational training and integration into working life;
- c) Develop a world view based on philosophical, logical and abstract thinking and the ability to evaluate the application of scientific models in solving practical problems;
- d) To encourage the acquisition and application of increasingly in-depth knowledge, based on study, critical reflection, observation and experimentation;
- e) To consolidate patriotic, moral and civic values, developing a spirit of participation and involvement in social life;
- f) Developing practical experiences to strengthen the mechanisms for bringing the school and the community closer together, boosting the school's innovative and interventionist role;
- g) Encourage the orientation and vocational training of young people, through technical and technological preparation, with a view to entering the world of work.

Chapter V, on human, material and financial resources, Article 95 (education and teaching staff), in its second point, states that:

In order to carry out their duties, teachers and other education and teaching staff are required to be of good moral and civic character and integrity, to have a sense of patriotism, to constantly improve their technical, scientific and professional skills, to dedicate themselves exclusively and on a full-time basis, and to meet other requirements under the terms to be regulated in the respective career statutes.

In chapter VI, on the administration and management of education and teaching systems, in article 105 (curricula, study plans, study programs and school textbooks), the first point states: "curricula, study plans and

study programs and school textbooks for pre-school education, primary education and secondary education have a national character and are compulsory under the terms to be approved by the holder of executive power." Article 106 (vocational and professional guidance), in points two and three, states:

vocational and professional guidance is based on knowledge of the aspirations and abilities of learners and the particularities of the social environment and the labor market, as well as the priorities of political, economic, social and cultural development; vocational and professional guidance is provided in each educational institution and all levels of the education and teaching system, through curricular and extracurricular activities and other services.

Characterization of the phenomena in Angola

With a view to expanding education to all areas, reducing the illiteracy rate and eradicating poverty, the government of the Republic of Angola adopted the "Education for All" program and in the opening speech of the 2014 report, the then Minister of Education, Dr. Pinda Simão (2014, p. 5) stated:

the angolan state's political commitment to quality education for all dates back to March 1990, at the world conference on education for all held in Jomtien (Thailand), which adopted the World Declaration on Education for All: Meeting Basic Learning Needs (...).

With this in mind, the Education for All program has six main objectives. The sixth objective is to "Improve all qualitative aspects of education, guaranteeing recognized and measurable learning results, especially in reading, writing, calculation and practical skills essential to life." In this way, the educational reform was implemented in Angola, comprising three distinct phases: experimentation, generalization and evaluation, also leading to a commit-

ment to teacher training with the opening of primary schools and higher education schools . In this context, the implementation of literacy and school acceleration followed, as an incentive to catch up on school delays. At the end of this report, it is recommended, among other things, that teacher training programs be improved, and that learning be re-evaluated in order to strengthen indicators of quality and results and the effectiveness of the education system.

As part of the 1st Colloquium on the theme “The inclusion of social work in education in Angola”, Angolan social worker Paulo Custódio (2010, p. 2) stated that “the causes of school failure have to do with the precarious conditions that schools provide, the social conditions of families and the poor commitment of students to the teaching and learning process.”

In an investigation carried out by Paula Viçosa Tchifulezi (2016), as part of her master's degree in Education Management and Administration, in June 2016, the author presents the problem of school dropout in Benguela schools, under a descriptive-exploratory type of research, based on observation, recording, analysis and correlation of facts. Three schools with very similar characteristics were analyzed from the point of view of their location and educational agents, concluding that “there is a list of causes of dropout identified, which is divided into two specific points: problems of integration, family and accessibility.” In the end, he suggests five points for action, including:

- There should be early identification of individual difficulties and the adoption of global prevention strategies at school, as these are the best methods for reducing the rate of early school leavers;

- The teaching/learning process should be adapted to the level, characteristics and difficulties of the students in order to allow them to adapt actively and productively in the teaching and learning process;

- Student learning and motivation could be improved by making more teaching materials (e.g. computers, books, videos, magazines, newspapers, etc.) available in sufficient numbers.

Enês Eyanga (n.d., p. 3) also reflects on school dropout in Angola, diagnosing the causes and consequences and proposing measures to minimize this phenomenon. The main causes are:

Difficulty in assimilating curriculum content, incorrect assessment; lack of professional ethics and deontology on the part of teachers; family issues (divorce, financial difficulties, excessive savings, large numbers of children, early pregnancy, early marriages); the use of alcohol and drugs, encouraging early entry into the world of work and money; difficulty in dealing with conflicts that arise at school, such as: rejection by peers, for some physical or even personality traits; lack of support from parents and guardians; lack of incentives from teachers and difficulty in assimilating curriculum content.

The same author points to the following as possible consequences: the poor development of society, an increase in juvenile delinquency, a lack of job opportunities, the breakdown of families, risky and often undignified work, an increase in youth prostitution and consequently a relevant factor in the increase in HIV-AIDS cases, an increase in poverty and wages that do not meet basic needs.

Ana Paula Inês (2015), the then Secretary of State for Education, at the opening of a seminar to raise awareness about the role of education in preventing and responding to emergencies, pointed to social and cultural factors as causes of school dropout.

A ORIENTAÇÃO CARTOGRÁFICA NO ENSINO DA GEOGRAFIA NA 7ª CLASSE. UMA EXPERIÊNCIA EM ALGUMAS ESCOLAS DO MUNICÍPIO DE PORTO AMBOIM (ANGOLA)

LA ORIENTACIÓN CARTOGRÁFICA EN LA ENSEÑANZA DE LA GEOGRAFÍA EN LA 7ª CLASE. UNA EXPERIENCIA EN ALGUNOS COLEGIOS DEL MUNICIPIO DE PORTO AMBOIM (ANGOLA)

THE CARTOGRAPHIC ORIENTATION IN THE TEACHING OF GEOGRAPHY IN THE 7th GRADE. AN EXPERIENCE IN SOME SCHOOLS IN THE MUNICIPALITY OF PORTO AMBOIM (ANGOLA)

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Resumo

O presente trabalho trata da análise do processo do ensino-aprendizagem nos conteúdos de orientação cartográfica da 7ª classe na disciplina de geografia. Para o estudo, foram seleccionadas (3) três escolas no município de Porto Amboim as quais denominamos A, B e C. Para avaliação da situação em estudo, elaboraram-se questionários/ inquéritos dirigidos aos professores e alunos, sendo que ao corpo directivo foi direccionada uma entrevista. Em cada escola foram seleccionados (60) sessenta alunos, usando a escolha na base de todos os números primos e ímpares. Quanto aos professores foram seleccionados 14, sendo 6 da escola A, 6 da escola B e 2 da escola C, dos quais (3) três são coordenadores da disciplina de geografia. O corpo directivo integrou os directores gerais e subdirectores pedagógicos de cada escola. Os resultados dos inquéritos/questionários e entrevistas foram processados e apresentados em gráficos. Podemos aferir que as aulas teóricas nos conteúdos de orientação cartográfica não têm sido acompanhadas com as aulas práticas. Por outro lado, da análise do programa de disciplina de geografia da 7ª classe constatou-se que a distribuição dos tempos lectivos varia em função do trimestre e que existem (3) três horas de reservas, as quais se sugere a sua utilização nas aulas práticas. Neste trabalho propõe-se um sistema de acções didácticas-práticas que poderia ser um instrumento para o desenvolvimento de

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habilidades cartográficas nos alunos, no processo de ensino-aprendizagem da disciplina de geografia na 7ª classe.

Palavras-chave: Orientação cartográfica; Práticas de campo; Ensino Geografia.

Resumen

El presente trabajo aborda el análisis del proceso de enseñanza-aprendizaje en los contenidos de orientación cartográfica de la 7ª clase en la disciplina de la geografía. Para el estudio, (3) se seleccionaron tres escuelas en el municipio de Porto Amboim, que denominamos A, B y C. Para la evaluación de la situación en estudio, se prepararon cuestionarios / encuestas para maestros y estudiantes, y se dirigió una entrevista al órgano rector. En cada escuela se seleccionaron (60) sesenta estudiantes, utilizando la elección sobre la base de todos los números primos e impares. En cuanto a los docentes, fueron seleccionados 14, 6 de la escuela A, 6 de la escuela B y 2 de la escuela C, de los cuales (3) tres son coordinadores de la disciplina de geografía. El órgano de gobierno ha integrado a los directores generales y subdirectores pedagógicos de cada escuela. Los resultados de las encuestas/cuestionarios y entrevistas fueron procesados y presentados en gráficos. Podemos ver que las clases teóricas en los contenidos de orientación cartográfica no han ido acompañadas de las clases prácticas. Por otro lado, el análisis del programa de disciplina de geografía de la 7ª clase encontró que la distribución de los tiempos escolares varía según el trimestre y que hay (3) tres horas de reservas, lo que sugiere su uso en clases prácticas. Por otro lado, el análisis del programa de disciplina de geografía de la 7ª clase encontró que la distribución de los tiempos escolares varía según el trimestre y que hay (3) tres horas de reservas, lo que sugiere su uso en clases prácticas. Este trabajo propone un sistema de acciones didáctico-prácticas que podrían ser un instrumento para el desarrollo de habilidades cartográficas en los estudiantes, en el proceso de enseñanza-aprendizaje de la disciplina de geografía en la 7ª clase.

Palabras clave: Orientación cartográfica; Prácticas sobre el terreno; Enseño geografía.

Abstract

This research deals with the analysis of the teaching-learning process in the contents of cartographic orientation of the 7th grade in the subject of geography. For the study, (3) three schools were selected in the municipality of Porto Amboim, which we named A, B and C. In order to assess the situation under study, questionnaires/surveys were prepared for teachers and students, and an interview was directed to the governing body. In each school sixty students (60) were selected, using the choice in the base of all prime and odd numbers. As for the teachers, 14 were selected, 6 from school A, 6 from school B and 2 from school C. Three (3) of them are coordinators of the geography subject. The governing body included the general directors and pedagogical subdirectors of each school. The results of the surveys/questionnaires and interviews were processed and presented in graphs. We can see that the theoretical classes in cartographic orientation content have not been accompanied by practical classes. On the other hand, from the analysis of the 7th grade geography subject program, it was found that the distribution of teaching time varies according to the quarter and that there are (3) three hours of reservations, which are suggested to be used in practical classes. This work proposes a system of didactic-practical actions that could be an instrument for the development of cartographic skills in students, in the teaching-learning process of the subject of geography in the 7th grade.

Keywords: Cartographic orientation; Field practices; Teaching geography.



INTRODUÇÃO

A Geografia, enquanto ciência visa discutir as transformações ocorridas no espaço a partir da relação sociedade *versus* natureza, que tem na cartografia um mecanismo didático e eficaz, na transmissão de conhecimentos e das transformações ocorridas no espaço, para tal, é necessário o ensino dessa ciência desde as classes iniciais nos ciclos de formação, de modo a estimular o desenvolvimento das noções espaciais nas crianças.

No entanto, autores como Almeida, R. (2004), Mariza C. P. e Rosely S. A. (2007), referem ser comum observar diversas limitações quanto à incorporação do saber cartográfico no processo de ensino-aprendizagem de geografia na educação (caso que observado também no contexto angolano), as quais passam pelo próprio nível de abstracção que aquele conhecimento congrega o que, por vezes, o torna de difícil compreensão para estudantes e, em alguns casos, para professores.

O estudo da orientação cartográfica segundo Almeida, R. (2002), Mariza C. P. e Rosely S. A. (2007); Pimenta S. A., Carvalho, A B. (2008), além de servir como ferramenta para o melhor entendimento dos conteúdos, viabiliza o desenvolvimento da leitura e interpretação de mapas, fundamentalmente para que o aluno compreenda a distribuição e organização dos espaços que fazem parte da realidade vivenciada. Além disso, contribui no desenvolvimento de habilidades relativas à representação espacial.

A importância pedagógica do presente estudo visa melhorar a forma como o aluno deve relacionar-se com o “lugar” e a construção de conhecimentos geográficos através de uma análise da relação entre as vivências sócio-espaciais do aluno e a geografia ensinada concretamente no ensino da orientação cartográfica. Em outras palavras, buscou-se entender como o aluno consegue relacionar a geografia aprendida na escola com o seu quotidiano. Partimos do pressuposto de que os agentes do processo de ensino-aprendizagem, alunos e professores, pertencem a um meio social, pelo qual são influenciados e, no qual, certamente, exercem influências.

A investigação centra-se na avaliação dos conteúdos de orientação cartografia no processo de ensino-aprendizagem na 7ª classe em algumas escolas do município de Porto Amboim, de formas a dotar os professores de geografia de ferramentas para o desenvolvimento de habilidades ao longo das suas aulas de orientação cartográfica permitindo que aos alunos uma participação activa na construção do seu próprio conhecimento.



Olhando para a realidade vivida nas escolas secundárias concretamente nas escolas do 1º ciclo do município de Porto Amboim, detectamos várias insuficiências no que tange:

- As limitadas metodologias que os professores utilizam na condução do processo de ensino-aprendizagem na disciplina de geografia;
- O uso de métodos inadequados por parte dos professores, que não promovem a aplicação prática dos conhecimentos; tornando os alunos meros depósitos de conteúdos;
- Uso excessivo do método expositivo, facto que torna o aluno um instrumento, ou seja um actor passivo, não participando na construção do seu próprio conhecimento;
- A falta de preparação metodológica para professores em matéria de metodologias para a condução do processo de ensino-aprendizagem de forma mais dinâmica e eficaz.

Analizadas as insuficiências vividas pelos professores de geografia e alunos em algumas instituições escolares, levou a definição do seguinte tema: A orientação cartográfica no ensino da geografia na 7ª classe. Uma Experiência em algumas escolas do município de Porto Amboim.

Como Problema Científico apresenta-se o seguinte: Como tem sido o processo de ensino-aprendizagem na disciplina de Geografia para desenvolvimento de habilidades cartográficas na 7ª classe nas escolas do município de Porto Amboim?

Objecto de estudo ou da investigação: Processo de formação contínua de professores.

Campo de acção da investigação: Preparação de professores para desenvolvimento de habilidades cartográficas no processo de ensino-aprendizagem da disciplina de geografia.

Objectivo geral da investigação: Avaliar o processo de ensino-aprendizagem nos conteúdos de Cartografia na 7ª classe, na disciplina de Geografia em algumas escolas do Município de Porto Amboim.

MATERIAIS E MÉTODOS

Caracterização do Campo de Pesquisa

Para a investigação foram seleccionadas três escolas do município de Porto Amboim, na Província do Cuanza Sul, sendo elas codificadas em escola A com 12 turmas, localizada no centro da cidade (zona A), uma outra como escola B com 8 turmas localizada também



na cidade (zona B) e a escola C com 4 turmas, localizada num dos bairros da periferia da cidade (Cauila). A amostra foi de 180 alunos, 14 professores de geografia e 6 membros do corpo directivo das escolas, que perfaz um total de 200 intervenientes como demonstra a tabela nº1 abaixo. As referidas escolas albergam um total de 24 turmas da 7ª classe do 1º ciclo do ensino secundário, essas escolas desenvolvem aulas noutras classes e níveis de ensino já que elas têm a designação de complexos escolares e uma única de colégio.

Procedimentos

No intuito de valorizar as opiniões dos alunos e professores de Geografia sobre a forma como se desenvolve o processo de ensino e aprendizagem na disciplina de Geografia nestas escolas, concretamente nos conteúdos de orientação ou representação cartográficas, de formas a dar maior solidez e eficácia na nossa investigação, foram seleccionados todos os professores de Geografia; os alunos foram seleccionados de forma aleatória com base em todos números primos e ímpares ou seja fazendo variar os números em todos turmas das classes em referência nas escolas em estudo fazendo com que a amostra fosse representativa por turmas pelas quais os professores de Geografia desenvolvem a sua actividade docente, este procedimento permitiu aferir de forma concreta, como tem sido leccionadas as aulas de Geografia nas temáticas referenciadas.

Trata-se de uma pesquisa descritiva com a abordagem metodológica mista (qualitativa e quantitativa).

A metodologia utilizada para esta pesquisa baseou-se em uma análise documental (Programa da disciplina e a dosificação quinzenal), aplicação de inquéritos/questionários aos professores de Geografia e aos alunos; entrevistas às direcções das escolas. Os inquéritos/questionários permitiram que os professores e alunos respondessem de forma clara sobre o processo de ensino-aprendizagem dos conteúdos relacionados com a representação geográfica e cartográfica.

O questionário continha perguntas abertas e fechadas sobre a forma como desenvolvem as suas aulas de geografia e de que materiais didácticos se têm socorrido para tornar as suas aprendizagens mais significativas. Buscou-se identificar que formação têm os professores que actuam na área de geografia bem como analisar os principais desafios enfrentados por eles para que possam dar uma boa aula de geografia no que se refere aos conteúdos que trabalham os fundamentos da cartografia.

As entrevistas ao corpo directivo de cada escola serviu para aferir o nível de preparação dos professores e as condições que as mesmas têm proporcionado aos



professores para o desenvolvimento das suas tarefas lectivas por formas a garantir uma aprendizagem activa e participativa ao ministrar os conteúdos que têm a ver com as noções básicas de cartografia ou orientação no espaço.

ANÁLISE E INTERPRETAÇÃO DOS RESULTADOS

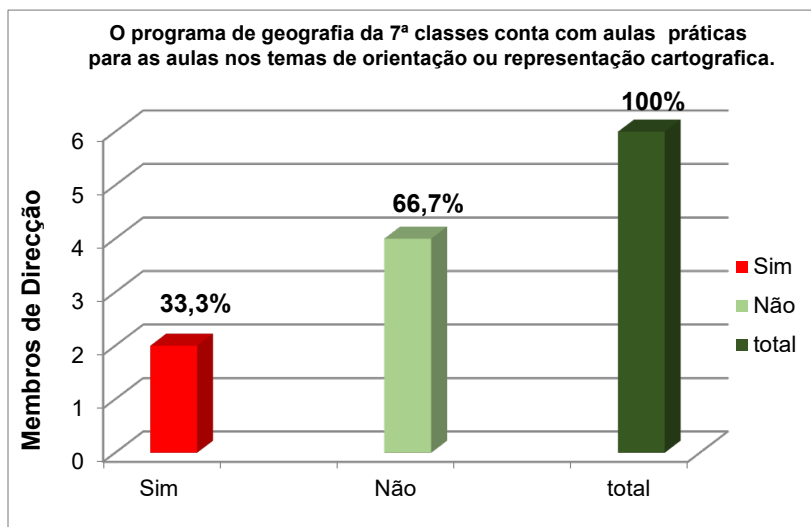
Este capítulo centra-se na análise e interpretação dos resultados obtidos por meio de instrumentos utilizados na recolha de dados ou informações relacionadas com o tema em estudo, que são a entrevista e inquéritos dirigido ao corpo directivo, professores e alunos em algumas escolas do município de Porto Amboim concretamente na disciplina de geografia no que têm a ver com o desenvolvimento de habilidades no ensino dos conteúdos de orientação cartográfica ou noções básicas de cartografia na 7ª classe.

Resultado da entrevista dirigida ao Corpo directivo das Escolas seleccionadas (A-B e C) do município de Porto Amboim

Pretendeu-se com esta entrevista aferir o nível de desenvolvimento do processo de ensino-aprendizagem na disciplina de geografia, concretamente no estudo dos conteúdos que têm a ver com orientação e representação cartográfica ou orientação no espaço, na 7ª classe em algumas escolas do município de Porto Amboim.

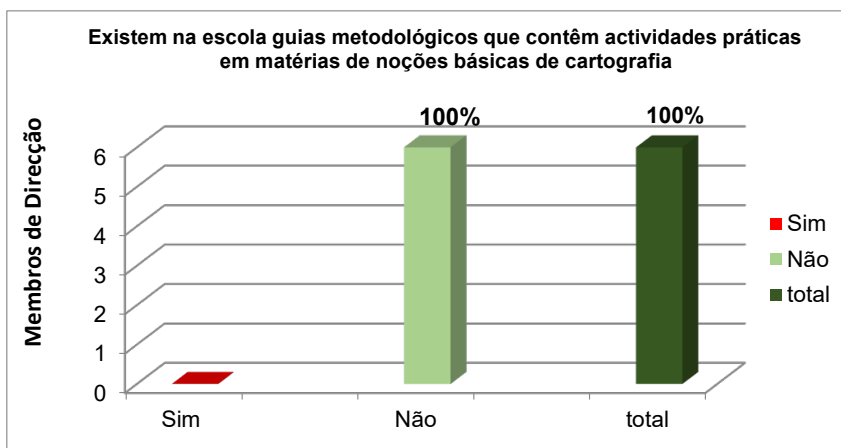
Aos dirigentes destas instituições de ensino foi indagado se os programas de Geografia da 7ª classe, contam com aulas práticas lectivas para o desenvolvimento dos conteúdos de representação cartográfica. Conforme indicado no gráfico nº1, 4 que representam 66,7% dos 6 entrevistados afirmaram que o referido programa não tem na sua distribuição lectiva tempo ou reservas de horas para que os professores possam trabalhar a componente prática dos conteúdos aprendidos. Esta situação tem levado os alunos a submeterem-se apenas a aprendizagem teórica, tirando a possibilidade de estes relacionarem os conhecimentos aprendidos à prática. Compulsando o programa constata-se que existem horas de reserva que de uma forma racional poderiam facilitar a gestão pedagógica das escolas em referência, recomendar aos professores o uso delas para as aulas práticas, o que permitiria a consolidação dos conhecimentos.



Gráfico 1 – Resultado da Pergunta sobre o programa de geografia da 7ª classe

Fonte: Elaborado pelos autores (2022)

No concernente a existência de guias metodológicos que ajudam no desenvolvimento de actividades práticas para facilitar processo de ensino e aprendizagem dos alunos, como apresenta o gráfico nº 2 os 6 dirigentes entrevistados que correspondem a 100% , foram unânimes em afirmar que as escolas em estudo não possuem tal instrutivo pedagógico, tanto que ao longo do processo de ensino os professores não conseguem realizar actividades didácticas práticas para elevar o nível de compreensão dos conteúdos principalmente de orientação cartográfica por parte dos alunos ficando assim em falta esta componente na aprendizagem dos mesmos.

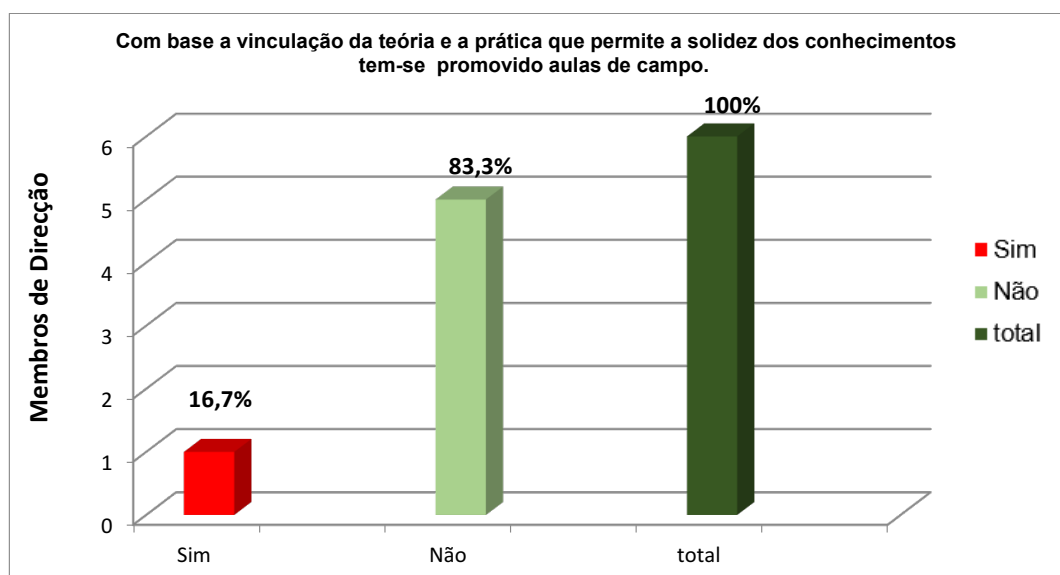
Gráfico 2 – Resultado da Pergunta sobre a existência de guias metodológicos

Fonte: Elaborado pelos autores (2022)



Sobre a vinculação dos conhecimentos teóricos com a prática por parte dos professores, através da realização de aulas de campo, representado no gráfico nº 3, 5 dos entrevistados que representam 83,3 % disseram que poucas vezes, ou mesmo nunca, a nível das escolas se promoveram aulas de campo, situação que compromete a solidez dos conhecimentos adquiridos ao longo das aulas teóricas, visto que acções deste tipo elevam o nível de desenvolvimento de habilidades cartográficas dos alunos consequentemente dos próprios professores.

Gráfico 3 – Resultado da Pergunta sobre a vinculação dos conhecimentos teóricos com a prática



Fonte: Elaborado pelos autores (2022)

Resultados do inquérito dirigido aos Professores de Geografia das Escolas Seleccionadas (A-B e C) município de Porto Amboim.

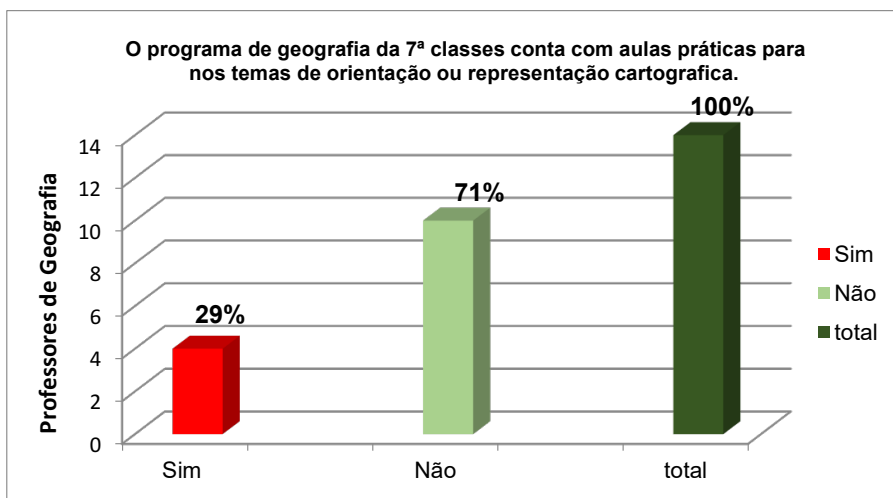
Pretendeu-se com este inquérito valorizar as opiniões dos professores sobre a forma como desenvolvem o processo de ensino-aprendizagem na disciplina de geografia, concretamente no estudo dos conteúdos que têm a ver com orientação ou representação cartográfica ou orientação no espaço, na 7ª classe.

De acordo com os resultados obtidos, dos 14 professores inquiridos ao longo da nossa investigação (ver graf. Nº 6), 10 que representam 71% afirmaram que o programa da 7ª classe na disciplina de geografia na sua programação de conteúdos ou seja na distribuição lectiva de tempos não contempla aulas práticas de campo, concretamente



naqueles conteúdos de difícil compreensão, tornando desta forma o processo de ensino sem a componente prática lectiva, situação que dificulta a aprendizagem, visto que esta componente é deveras importante para a solidificação dos conhecimentos adquiridos de forma teórica.

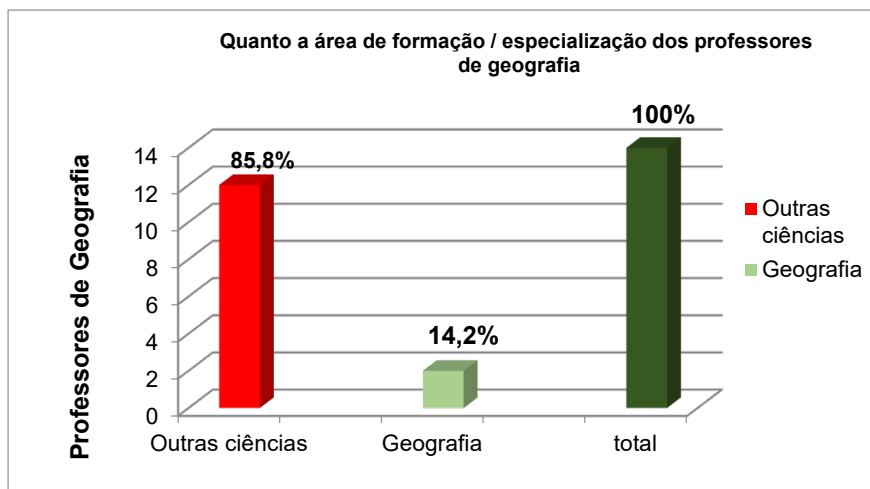
Gráfico 4 – Resultado da Pergunta sobre o programa da 7ª classe



Fonte: Elaborado pelos autores (2022)

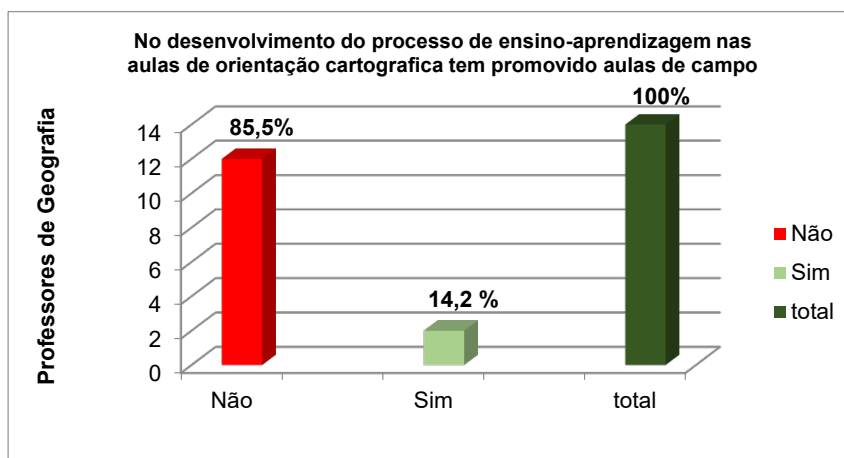
Quanto a área de formação / especialização dos professores que leccionam a disciplina de geografia, a realidade mostrou que dos 14 professores como demonstra o gráfico nº 7, 12 que representam 85,8% não possuem a formação na área, apenas 2 o que representam 14,2% dos professores possuem a formação em ciências da educação na especialidade de ensino da geografia, situação que leva as direcções destas escolas a recorrerem ou optarem em colocar para o ensino desta disciplina professores com outras formações, o que torna muitas vezes, o processo de aprendizagem desta disciplina menos eficaz principalmente nos conteúdos que requerem competências específicas de geografia.



Gráfico 5 – Resultado da Pergunta sobre a área de formação / especialização dos professores

Fonte: Elaborado pelos autores (2022)

Perguntamos aos professores se ao longo das suas aulas no desenvolvimento do processo de ensino-aprendizagem nos conteúdos de orientação cartográfica os mesmos têm promovido aulas práticas, conforme o gráfico nº 8, 12 destes que perfazem 85,8 % disseram que não realizam por não encontrarem tempo na sua programação ou planificação. Esta situação pode tornar o ensino menos significativo e dinâmico, visto que desta forma existe uma contrariedade com o princípio didático que é o de vincular os conhecimentos teóricos com a prática.

Gráfico 6 – Resultado da Pergunta sobre o desenvolvimento do processo de ensino-aprendizagem nos conteúdos de orientação cartográfica

Fonte: Elaborado pelos autores (2022)



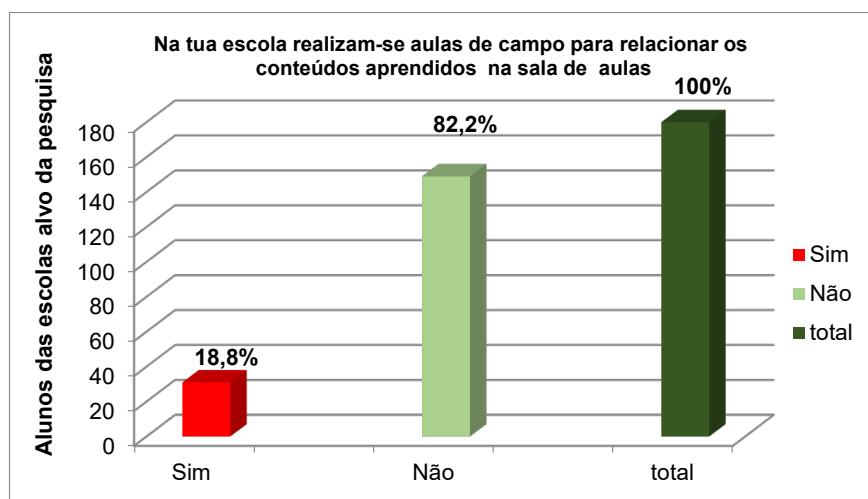
Sobre a disponibilidade ou uso de meios de ensino para o desenvolvimento de aulas de orientação cartográfica de forma condigna (ver graf. nº 9), 10 professores o que representa 71% afirmaram que não usam nenhum meio de ensino que permita que eles desenvolvam o processo de ensino eficaz, apenas 4 que perfazem 29% disseram que usam mapas que muitas vezes não estudam a temática em causa, factor que não facilita o desenvolvimento de habilidades cartográficas, visto que as escolas não dispõem de instrumentos cartográficos, recorrendo assim ao trabalho apenas com o livro que nem todos também possuem.

Resultado do inquérito dirigido aos alunos das Escolas A-B e C do município de Porto Amboim

Pretendeu-se com este inquérito valorizar as opiniões dos alunos sobre a forma como se desenvolve o processo de ensino-aprendizagem na disciplina de geografia, concretamente no estudo dos conteúdos que têm a ver com orientação cartográfica na 7ª classe.

No gráfico nº 11 os resultados indicam que dos 180 alunos inqueridos das escolas seleccionadas, 149 que correspondem a 82,2% responderam que nas suas escolas não se realizam aulas práticas de campo nos conteúdos de orientação cartográfica ou noções básicas de cartografia, para relacionar os conteúdos aprendidos na sala de aula, factor que fragiliza os alunos em termos de desenvolvimento de habilidades cartográficas bem como a sua orientação no espaço que os rodeia.

Gráfico 7 – Resultado da Pergunta sobre realização de aulas práticas de campo

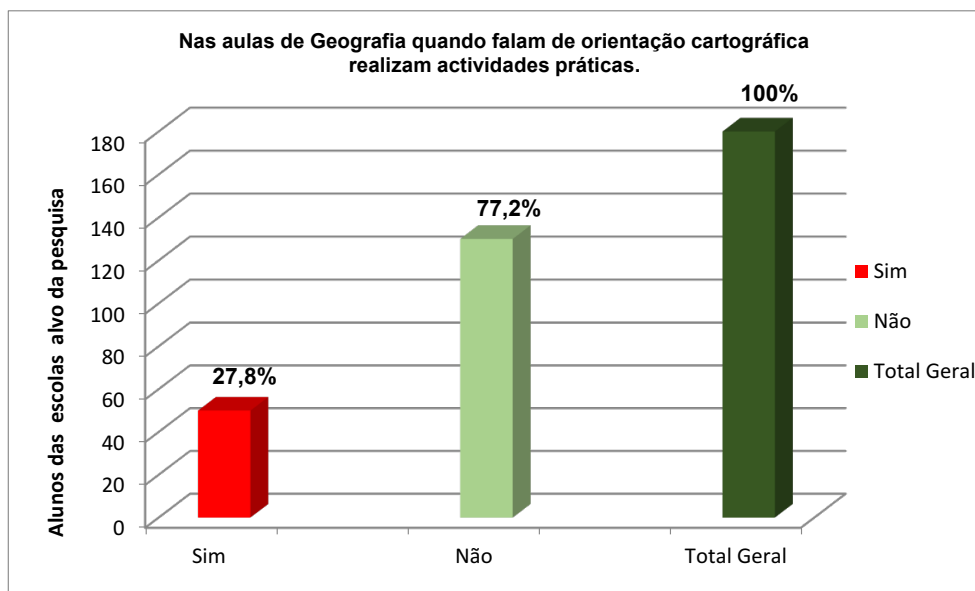


Fonte: Elaborado pelos autores (2022)



Quanto à programação de actividades práticas para facilitar a compreensão dos conteúdos de orientação no espaço pelos professores das referidas escolas como ilustra o gráfico nº 12, 130 alunos que prefazem 77, 2% disseram que não há programação de actividades do género, situação que torna os alunos fracos em termos do domínio de matérias que têm a ver com a orientação espacial, visto que as aulas têm sido apenas ministradas de forma teórica.

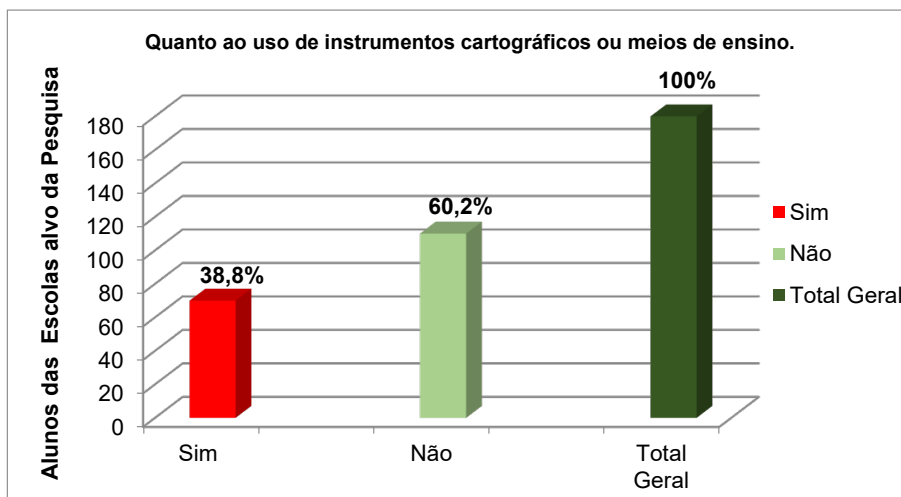
Gráfico 8 – Resultado da Pergunta sobre a programação de actividades práticas



Fonte: Elaborado pelos autores (2022)

No que se refere ao uso de instrumentos cartográficos ou meios de ensino que ajudam na compreensão e assimilação dos conteúdos, o gráfico nº 13 ilustra que, 110 destes que correspondem á 60,2 % dos inqueridos, afirmaram que os professores ao longo das aulas, para além dos livros e mapas que nem sempre abordam o tema em estudo, utilizam outros instrumentos didácticos para facilitar a aprendizagem e outros até não se fazem acompanhar de nenhum meio de ensino, apoiando-se apenas no livro, situação que torna o processo de ensino menos atractivo e dinâmico.



Grafico 9 – Resultado da Pergunta sobre o uso de instrumentos cartográficos

Fonte: Elaborado pelos autores (2022)

Questionados se para além da figura Rosa-Dos-Ventos o professor ensina outras formas de orientação no espaço (vide grafico 14), 120 alunos que totalizam 66,7 % foram unânimes em afirmar que poucas vezes os professores nas suas aulas apresentam as outras formas de se orientar no espaço, situação que torna os alunos limitados na orientação no espaço porque pouco ou nada sabem sobre as várias formas de orientação no espaço.

Actividades práticas para intervenção pedagógica, que possam contribuir na melhoria do ensino da orientação cartográfica na disciplina de geografia na 7ª classe

O conjunto de Actividades práticas – metodológicas que nos propusemos apresentar é baseada na pedagogia Waldorf, Lanz, R. (2005) e sustentado de trabalhos de Almeida, R. D.; PASSINI, Elza Y. (1991); Cavalcanti, L. (2002); Castrogiovanni, A. C, (2003); Camila de Freitas, C. (2011) e Luis, A. B. V. (2011), apud Manico, E. F. (2021) e será um instrumento muito importante para o desenvolvimento de habilidades nos alunos, no processo de ensino-aprendizagem da disciplina de geografia concretamente nos conteúdos de orientação cartográfica, coordenadas geograficas e estudos de Escalas na 7ª classe em algumas escolas do municipio de Porto Amboim e não só.

Os problemas enfrentados no ensino de geografia, bem como no ensino dos conteúdos de cartografia em Angola, estão quase todos ligados a uma associação à



técnicas tradicionais, com grande destaque para o uso do livro didático, como o único elemento central do processo de ensino.

Como é referenciado por Manico F. A. (2021) a orientação pela observação visual da posição do sol, Orientação pelo Ponteiro do relógio, Orientação pela técnica da sombra de uma estaca vertical, Orientação pela bússola e a Orientação pelo GPS (Sistema de posicionamento Global), podem de forma prática serem aprendidas através da:

- **A aplicação do jogo didáticos:** Descobrindo a escala: O jogo baseado no conteúdo escala cartográfica, Tesouro perdido: foi pensado para contemplar questões de orientação cartográfica, Batalha geográfica: busca contemplar as dificuldades no conteúdo de “coordenadas geográficas.
- **Uso da técnica de modelagem:** Construção de bússolas e esquema de orientação pelo sol. Após as abordagens do conteúdo, os alunos podem ser incentivados a construir os instrumentos. Coordenadas geográficas: o conteúdo evidencia o conhecimento das coordenadas geográficas, paralelos, meridianos, latitudes e longitudes, bem como sua importância na determinação da localização geográfica de lugares e objectos.

CONSIDERAÇÕES FINAIS

A Geografia como ciência abarca um conjunto de conhecimentos que estão presentes no quotidiano das pessoas. A sua relevância pode ser notada em diversas actividades que envolvam a vivência do espaço ocupado, através de diversas relações exercidas pelos vários sujeitos e no deslocamento espacial realizado pelas pessoas.

Para realizar o ensino de Geografia de forma eficaz na escola é preciso uma abordagem dos conteúdos curriculares que contemplem tanto a compreensão da dimensão socioespacial do indivíduo, quanto à caracterização do espaço físico habitado por ele.

Assim o estudo cartográfico além de servir como ferramenta para o melhor entendimento dos conteúdos, viabiliza o desenvolvimento da leitura e interpretação de mapas, ferramentas fundamentais para que o aluno compreenda a distribuição e organização dos espaços que fazem parte da realidade vivenciada, contribuindo para o desenvolvimento de habilidades relativas à representação espacial.

Por ultimo apresentamos uma metodologia investigativa para o ensino da orientação cartográfica usando instrumentos ou recursos próprios para processo de ensino-aprendizagem de Geografia, através de um conjunto de actividades práticas apresentado



neste estudo poderia ser um instrumento fundamental para a realização exitosa das aulas de geografia na 7ª classe nas escolas em estudo e não só.

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Artigo recebido em: 20 de novembro de 2021.

Aceito para publicação em: 15 de dezembro de 2021.

Manuscript received on: November 20, 2021

Accepted for publication on: December 15, 2021



International Journal of Human Sciences Research

Acceptance date: 16/04/2025

FACTORS BEHIND SCHOOL FAILURE AND DROPOUT: A CASE STUDY AT PORTO AMBOIM HIGH SCHOOL, ANGOLA

Vera Quitério

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INTRODUCTION

Failure and dropping out of school are worrying phenomena from the point of view of the development of society, the cultural growth of populations and the increase in quality of life. It is important to consider the latest trends among young people when it comes to transmitting knowledge, given that we live in a globalized world, where the advantage of fast communication and easy access to all kinds of information easily becomes a disadvantage, often contributing to a lack of interest in the subjects dealt with in the classroom.

Even so, in some societies, such as Angola, adolescents and young people have access to digital information, but many other factors such as the school, families, society and even the student themselves contribute to dropping out and affect school failure. In societies where the education system was universalized later and where the labour market does not demand academic qualifications, the attraction of youth work is a major factor in school dropout. In rural areas (where dropout rates are higher), the socio-economic determinants of this dropout become more evident, allowing for a sociological and cultural reading that helps to understand the problem, its seriousness and scale.

The various bibliographical references analyzed point to terms used to discuss the phenomena that lead students to leave school: Lima (2014) refers to “learning difficulties”, Osti and Brenelli (2013) focus on “low school performance”, Berg, Rostila, Saarela and Hjen (2014) examine “early school leaving”, Filho and Araújo (2017) highlight “dropout and school abandonment”. It is clear that for the various authors there is no agreement in the use of these terms and their definitions, although they all have in common the meaning of the student leaving the school environment.

School failure and dropout have become a cross-cutting problem in today's education systems. It dates back to around the 1960s,

with the need for schools, for economic and equality reasons, to find ways of guaranteeing the success of all their pupils at school. Today, it requires a re-evaluation, due to the profound changes that societies have been experiencing, both in the socialization of young people and in the demands that they are increasingly making on their participation in different social spheres.

However, demotivation combined with a huge lack of interest on the part of the students inevitably leads to an inherent lack of study, a lack of commitment to solving the proposed tasks and difficulty concentrating in the classroom. Another problem is the lack of knowledge that should have been acquired in previous years, which sometimes leads to students falling behind and, more often than not, failing at school. It is also the poor use of teaching-learning strategies by some teachers, who limit themselves to content to the detriment of know-how, as well as their attitudes that lead to difficulties in terms of student learning. The school, with its lack of structures to promote good training, has also been a major factor in promoting these phenomena. This situation, coupled, more often than not, with large class sizes, contributes to growing demotivation among young people. Thus, if students feel “attached” to school, they will probably feel more motivated, with higher self-esteem and more inclined to continue their studies. Everything must be done to ensure that our young people feel rewarded in the education system.

This research portrays the reality experienced by the students and teachers of the Liceu de Porto Amboim. It is structured as follows: I. Theoretical foundation, II. Methodology, III. Data analysis and interpretation, IV. Discussion of results and V. Design of an intervention plan for the Liceu de Porto Amboim, followed by Conclusion and Bibliographical References.

Failing and dropping out of school leads to a low level of education, contributes to social inequalities and is a major driver of marginalization, poverty, unemployment and weak personal, social, cultural and economic development.

THEORETICAL FOUNDATION

DEFINITION OF SCHOOL FAILURE AND DROPOUT

The study of social phenomena is always very wide-ranging from the point of view of the functioning of societies, the transformations they undergo in today's world and the current way of life.

Throughout the history of societies, many have been faced with various educational problems, which have led them to stop and reflect on the issue in a clear and concise way, in order to find a solution. In the meantime, internal solutions have been found with a high degree of external validity, i.e. certain resolutions that apply to the field of study in question and to other communities with the same aspects as the one studied. Society itself, with its constitution, way of life, culture, habits and customs, often already "excludes" the individual, in other words, it doesn't allow them to fit in freely and spontaneously, thus bringing about various problematic situations, negatively affecting their psychosocial development and school and professional training. Meanwhile, exclusion/self-exclusion can lead to various problems, including failure and dropping out of school. The issue of school dropout and failure is still the subject of much debate among educationalists, as the interaction between multiple determining factors is increasingly proving to be complex, challenging the dominant explanatory models.

As a preliminary definition, we can follow the *Dictionary of Psychology* by Doron and Parrot (2001, p.428) which proposes considering school failure as:

The situation of a student whose results do not meet the school's standards. It is translated into institutional measures (repeating a year, imposed guidelines), and one of the consequences is that a number of young people leave the education system without being able to acquire either a diploma or a professional qualification.

Ana Benavente says that when a student "falls behind, they are already failing, because they haven't achieved something that is supposed to be achieved by all students" (Benavente, Pires, Iturra, Pais, & Relva, S.d, p.1).

School failure is considered to occur when students fail to achieve the knowledge and skills predefined as curricular objectives, given their scientific and socio-professional relevance. Thus, until recently, a "*psychologizing interpretation*" of the process of school failure seemed to predominate, with the student being blamed, stigmatized individually, belittled by peers and teachers, and traditionally considered intellectually incompetent or morally immature (in the derogatory language of the school environment: "*dumb*", "*lazy*", "*distra**cted*" or even "*uninterested*").

Now, we need to reflect that the student alone does not make a school, but that it is made up of many other components that make it an educational institution, that the factors indicated in the various bibliographies and implicated in failure are interconnected, that they form a chain in the formation of the student and the constitution of the society of the future. To talk about school failure is to question the student, but also the teachers, the parents and the surrounding environment, the local school institution and the national education system and, in general, society, culture and the economy. And, based on this assumption of multifactorial complexity, the phenomenon cannot be judged on the basis of just a few factors; we need to analyze them all in detail and examine their interactions in order to understand the problem itself and plan educational

intervention programs, although - depending on the specific context - some factors may be predominant over others.

Pires (1988) distinguishes between school failure from two different perspectives, referring to “visible failure”, when it comes to school failure produced in quantitative terms through failures, repeats and dropouts, and “invisible failure”, expressed in qualitative terms, such as individual frustrations, inadequate training and lack of preparation for democratic participation. In this regard, it is important to note that Marchesi and Perez (2004) discuss the polysemy and semantic ambiguity of the term failure, recognizing that there are various understandings of it, enclosing several ideas in the same term: “*the pupil who fails and does not progress, either in the social and personal sphere or in school knowledge*”; the term failure in itself offers a negative image of the pupil, centering all the responsibility for school failure on themselves, forgetting that other agents, such as the family, the education system and the school itself, also have responsibilities in this whole process.

With regard to the definition of dropping out of school, we can adopt the proposal from Doron and Parot’s *Dictionary of Psychology* (2001, p.19), according to which dropping out consists of:

Leaving the education system, at whatever level, before having obtained a qualification or having completed vocational training.

All over the world, the issue of school dropout has preoccupied scholars. Researchers have often looked into what can be done about it. But as the debate continues, new factors are being recognized, forcing ever deeper reflection and a thorough analysis of each one.

According to Filho and Araújo (2017, p. 37), dropping out of school “means the situation in which the student leaves the school, but returns the following year (...)”, and the Basic Education Development Index/Ideb

(2012) points to dropping out as the “student’s withdrawal from the education system and giving up school activities, without requesting a transfer”; Ferreira (2013) refers to dropping out as the “failure of social relations that are expressed in the inhuman reality that the student experiences in his daily life”.

However, we can see the two phenomena accompanied by each other, i.e. “when an educational objective is not achieved, it can be said that there is school failure” (Benavente, 1974), and this failure can be due to various factors. In different societies, the factors vary and can arise according to the characteristics of the society, its way of life, constitution, habits and customs, among others. The factors can also be related to socio-family conditions, school/curricular conditions, socio-cultural and socio-economic structures or even the individual characteristics of each student (Mendonça, 2006). The phenomenon of failure can lead to school dropout (Pires, n.d.; Rangel, 1994).

However, the problem of underachievement and dropping out of school is much more common than you might think, considering that there are more and more internal and external situations that “force” students to leave school without at least completing the training cycle they set out for.

Pires (1988) stated that talking about school failure is the same as talking about failures, while other authors give the idea that school failure is a failure on the part of the school and define it as “the difficulty that the school has in training minds that already have a cultural knowledge of reality”, Martins & Cabrita (1993) reinforce this idea by referring to the fact that students do not reach the end of the cycles within the time limits stipulated for this. Cabrita (1993) reinforce this idea by stating that school failure is generally attributed to the fact that students don’t reach the end of the cycles within the time limits stipulated for this, which is reflected in high rates of failure and dropping out of school.

Over time, other factors such as the socio-economic conditions of the family and deficiencies in the educational systems have been taken into account, partially absolving the student and putting them aside when it comes to failure, as if they were absolved of all responsibility for their failure.

The understanding and definition of the “culprit” is even more pronounced when Benavente (1990) points out that students are incapable of resolving their contradictions, such as:

- Between the school and the reality in which they live;
- Between the learning required by the school and the learning they do in their family and social environment;
- Between the aspirations, values and norms of the family and those demanded of them by the school.

However, it's easy to say that the student doesn't study, doesn't care, doesn't get involved or doesn't participate as they should, subjectively assuming that the student and no one or nothing else is to blame for the failure.

When we look at these assumptions, we see a situation in which the student withdraws from school, and failure becomes the path that the student should have followed and did not complete. Therefore, at this point, the question of dropping out arises, which can be characterized as a definitive withdrawal. Isabel Valente Pires (n.d.) states that the pinnacle of underachievement is dropping out of school, because a student can be held back for a year and still continue when the next year begins, thus not contributing to the dropout rate, but it is important to pay attention to those who repeat several times and therefore do not make acceptable progress.

Benavente, Campiche, Seabra and Sebastião (1994) state that school failure is an extreme situation of social exclusion, as it affects a section of the population that still has a lot to contribute: “in open or silent rupture with a compul-

sory and obligatory school that is not a right, but only a duty” (pp. 11-12). For the same authors, the concept of school dropout still lacks a specific definition, as dropout means that a student leaves school without completing the level of education attended for reasons other than school transfer or death. Knowing the reason for dropping out may be good, but it doesn't change the fundamental issue: dropping out itself, the act of dropping out.

Although the phenomena of underachievement and dropping out may have a generally identical and transversal configuration in different cultures and societies, the specificities of each one shape their profile. In general, failure leads to dropping out of school. These lead to professional disqualification, the individual carries a negative experience, characterized by frustration, failure, impotence, concealment and flight that will interfere with personal and professional life, Ouro (2009, p.38) points out: “in relation to professional expectations, the students themselves relate the profession they wish to have with the necessary literary qualifications, referring to the need to complete the 12th grade in order to obtain a more qualified and better paid job.”

Benavente (1994) pointed out that young people who leave school prematurely experience a phenomenon of social disqualification because they are neither adults, nor workers, nor children, nor students. Institutions are not responsible for their education, but they cannot take responsibility for their lives. Mateus (2002, p.144) states that school “contributes significantly to the reconstruction of students' future projects”, but a large number of young people leave school even without having completed a stage of their education and acquire new ways of living that are considered “self-destructive”.

The role of the state in creating the conditions for students to remain in a school equipped with the human and material resources

to optimize the conditions of the teaching-learning process is also highlighted, in line with the ideal of equal opportunities and “education for all”, favoring access and success at school for all citizens. The family, as the first social cell the individual meets in their life, also plays a key role in stimulating and motivating the individual to continue studying and, above all, not to give up on their ideals.

EXPLANATORY FACTORS FOR SCHOOL FAILURE AND DROPOUT

There are many different factors in the scientific literature for school failure and dropout. However, some main and predominant factors in both phenomena are invariably identified, such as the family, the school and the socio-cultural environment, or even the student themselves (Mendonça, 2006). Thus, school failure is the result of a series of factors acting together, none of which can cause it in isolation, and in the words of Dore and Luscher (2001, p. 775) “several situations work together. 775) “several situations contribute to the retention and repetition of students in school: the student leaving the institution and the education system, the failure to complete a level of schooling, leaving school and then returning”, and the level at which the student drops out is also often taken into account. According to research carried out by Montmarte, Mahseredjain and Houle (2001), it was concluded that “dropping out is more noticeable in general education and second cycle classes, unlike the data obtained at the higher level of education.”

According to Palacios (2004), it should be borne in mind that the experience of underachievement is highly probable if there is a link between individual characteristics, their respective educational experiences, the clash between school culture and family life or the influences of other broader social and cultural factors, and Paulo Feire (1978, p.34), in the same vein, states that:

The oppressed, who introject the ‘shadow’ of the oppressors and follow their agenda, fear freedom, insofar as freedom, implying the expulsion of this shadow, would require them to ‘fill in’ the ‘void’ left by the expulsion with another ‘content’ - that of their autonomy. That of their responsibility, without which they would not be free.

An education geared towards freedom and the inner search for what the individual wants and needs for their life, is what is intended, because Libâneo (1982, p.65), states that “liberal pedagogy supports the idea that the school has the function of preparing individuals for the performance of social roles, according to individual aptitudes.”

A case study on the causes of school dropout, carried out at a school in Itupiranga, by Silva (2015) reveals factors such as lack of interest on the part of the student, a risky situation on the way to school, work to support oneself and the family, lack of incentive, migration to another municipality, lack of a healthy interpersonal relationship within the school, failure, pregnancy and marriage; A parallel study also reveals a lack of support from the family, a social environment that is not conducive to school attendance, a non-inclusive school, low economic income, etc. However, there are some indicators that the student is facing a temporary situation that probably won’t lead to failure, and others where they are at imminent risk of failure and/or dropping out of school. In the search for a clear classification of the factors involved in school failure and dropout, Filho and Araújo (2017, p. 24) state:

Internal and external factors, such as drugs, time at school, successive failures, lack of encouragement from family and school, the need to work, too much school content, alcoholism, the location of the school, vandalism, lack of values training and preparation for the world of work, can be considered decisive when it comes to staying or leaving school, adding to the ranks of the unemployed.

Socio-family factors

It is well known that the environment is one of the important factors in determining how an individual behaves in relation to his or her peers, so when analyzing phenomena as complex as school failure and dropout, we need to take a moment to talk about the environment. In psychology, the term *environment* is used as a synonym for *surroundings* and designates the living space of an individual, a group, a species, and encompasses the physical and social environment.

It is important to take into account the environment, or what is still known as the surroundings, insofar as the individual transforms it and is transformed by it. Therefore, if an individual faces difficulties in their environment, they will certainly have difficulties with the teaching-learning process. For example, the distance between home and school can be a reason for failure when the individual has to walk or spend money on transportation. Meanwhile, an environment that doesn't provide enough stimuli for the student to stay in school is also relevant, since a good part of their life is spent in educational establishments.

Analyzing the scientific literature, Bourdieu (1986), Martins (1993), Braconnier and Marcelli (2000), Ramos, Rijo and Lima (2012), Alves, Martins, Brito and Almeida (2014), Torres *et al.* (2014), Tchifulezi (2016), we can point to the following characteristics of the socio-family environment associated with failure and dropping out of school as particularly relevant:

- Low academic performance from the socio-family group to which the student belongs and their reference groups, because, according to Alves, Martins, Brito and Almeida (2014) "the success or failure of young people at school, as a dimension of human development, is conditioned by the social contexts in which they interact, such as peers, family and socie-

ty." and although studies such as those by Tomé, Camacho, Matos and Diniz (2011) point to influences from the environment, they refer mainly to negative influences;

- Weak sources of external influence and motivation, because as Tomé, Camacho, Matos and Diniz (2011, p. 755) state, "during adolescence, young people's social horizons are broadened by their peers, but their parents remain the main source of support." Braconnier and Marcelli (2000) reinforce this by stating that young people's success is influenced by the family, because this is where a substantial part of social learning takes place;

- Lack of motivation to complete their studies, due to a perceived lack of employment or greater employment opportunities for unskilled labor, devaluation of academic diplomas or lack of recognition of academic merit. A study by Torres (2014) indicates that young people whose parents only have schooling equal to or higher than the 3rd cycle of basic education, approximately 50% have already been held back, while young people whose parents have completed secondary or higher education, approximately 70 and 90% have never failed and Bordieu (1986) said that "middle-class parents generally invest in monitoring their children's schooling and facilitate access to the cultural capital they need to succeed". It would therefore be normal for them to invest in their children's future by investing in what has always worked for their parents;

- Lack of stimulus from the environment, characterized by a lack of libraries or media libraries, lack of programs that encourage school engagement, thus Queiroz (2012) concluded that families

living in disadvantaged social contexts who have good expectations are middle-class and lower-class families who, although distant and uncommunicative with schools, seek to revitalize the discredit and revalue their identity, among other things, by promoting schooling for young people. We can see a degree of connection between the lack of conditions and the motivation to achieve a certain goal, which often turns out not to be a very fruitful effort, since these, combined with the lack of conditions or infrastructures that promote access to school, namely public transport, can become an impediment;

- The existence of behaviors or characteristics that encourage dropping out of school, such as the existence of cheap gaming parlors, or other attractions associated with the consumption of alcohol and drugs without control, because as Benavente (1990) tells us, the theory of sociocultural handicap finds justification for the degree of school success in the social class to which the student belongs.

It is essential that society today is increasingly aware of the problem of school failure and dropout and how these factors negatively affect the mental growth of a population. Most of the problems related to these two phenomena are linked to a lack of motivation, the fact that families have low incomes or economic difficulties, poor relationships with the school or maladjustment at school level, leading to a series of antisocial behaviors.

Regarding the family/school relationship, Chechia and Andrade (2017) state: "The school needs to understand and accept the language of the family, which is most often uneducated and rudimentary, and the moment the family and the school can understand and accept each other, the relationship between them will probably be successful." Formosi-

nho (1988) emphasizes the role of the family in this process, stating that "extracurricular factors have much more influence on school success than school factors" (p. 180). There is therefore a strong relationship between social origin, which is determined by the cultural and economic level of the family, and academic achievement.

Many studies, including those by Benavente (1994), are unanimous in stating that what is more decisive than the family's economic standard of living is its cultural level, as this is a very important factor in the child's development at school. In this context, the school, by being egalitarian and treating all young people as equals, ignores the students' differences.

According to Villas-Boas (2000) "one of the factors that can help to reduce the cultural discontinuity between some families and the school is parent meetings." The school is able to compensate for the inequalities in "cultural" and academic capital that exist in families. Indeed, as Grácio (1997, p.83) argues:

The differences in commitment related to the cultural capital of families are not felt in the same way throughout the various years of schooling, so the influence of social origin decreases as you progress through the schooling cycles, suggesting that there is an increase in the effects of school socialization.

Parents' social class and schooling influence their children's school choices and students with the best school results choose scientific areas and education, while students with lower results attend technological courses. Clearly, the social context experienced by the individual will be their strong basis for making decisions throughout their life, the individual will prefer to stay where they feel most comfortable and what they are used to living with, in this case, according to the influence of their parents.

It is also very common for children to follow the same profession as their parents, being dragged along by the way they are guided and educated from an early age and by their formation of moral standards and values. The fact that children usually follow what is instilled in them by their parents often becomes a decision that is not made by the child and can cause future frustrations if it doesn't meet their own needs. Family problems also have a negative impact on children's schooling. Muñiz (1993) states that "when the couple doesn't function properly, the child's interests are reabsorbed by family conflicts and the fears that derive from them and, therefore, the ability to take an interest and face problems and difficulties at school is diminished and imbued with family problems."

Students often fail because they are trying to increase their family's income while they study, and they drop out of school because they feel that this way they can make it happen more quickly. Families' lifestyles, anxieties, economic and even emotional needs are all causes that need to be analyzed and looked at from a global perspective, not just a local one.

Many students start a school day fasting or with insufficient food, as a result of economic shortages or lack of time. Sometimes food is replaced, or put in second place, by valuing more objects of modern technology or even fashion, in which case there is a mindset that doesn't rationalize the expenses that are made.

However, the inability to meet the costs is the first situation that arises in a context where there is a lack of resources. Compulsory schooling becomes a way out, and even this becomes difficult to achieve when it comes to teaching materials, leaving the neediest families out in the cold. In this situation, it is important to note that some regions have these conditions for compulsory schooling, a context that is completely different in many third world countries, or in the most specific case,

Angola, where there is no school transport, school supplies are scarce, food is completely the responsibility of the families, as is accommodation.

Thus, failure and dropping out of school are also related to the lack of conditions experienced by deprived families, and it should be noted that deprived families have little or no time to give their children moral support and encouragement, to the point where it is entirely the student's responsibility to make things happen and get through a certain stage of their education. On the other hand, we should also note that, given this lack of conditions, the distance traveled from home to school becomes a considerably negative factor, causing tiredness and demotivation to go to school.

We have seen so far that the family plays a very important role in students' lives, and is a factor to be taken into account when it comes to failure and dropping out of school. Thus, there are still some points to take into account in this relationship, because, whether through symbolic or material actions, the family plays a decisive role in the students' school career. Pardal (2000) agrees with this when he states that:

The family's level of education affects aspirations, choices and academic success. Families with a high level of cultural capital give their children orientations related to the prestige and quality of a school diploma. On the other hand, families with a low cultural level instill in their children a perspective of the near future, seeking to reduce costs and acquire immediate income. They are unaware (or unable) to see the benefits of school.

There is a relationship between parents' educational qualifications, their occupation and failure at school, which can be seen not only in how well they do during their education, but also in their choice of courses or areas of training. We believe that the higher the quality of the family environment, the greater the chance of development and success at school.

A study carried out by Pozzobon, Mahendra and Marin (2017) points out that “some parents admitted to having significant difficulties in relation to their children’s education. They realize the importance of family participation in school and believe that they are at fault with their children in this regard.” While Benavente (1992) states that “families have different attitudes towards the school depending on how close their values are to those conveyed by the school.”

In general, socially disadvantaged families are unfamiliar with the school and how it works, they have a less than positive view of it, they don’t feel comfortable in a situation where they have to go to school and therefore don’t attend meetings very often. On the other hand, in socially advantaged families, parents follow their children’s schooling, keep themselves informed and talk to teachers, although there has been some difference of opinion, in that the more advantaged families have been busier and therefore have little time to dedicate to finding out about their student’s school life. However, it is always extremely important for the school to draw up and develop strategies to improve the participation of parents and guardians in the school, in order to achieve active participation and for both to move forward in the construction of education.

We often see situations where students are “handed over” to school at a young age and families give teachers full responsibility for their children’s education. The formation of an individual begins with the family, extends to the social environment and the school provides the appropriate knowledge to deal with the various situations in society. That’s why it’s so important for families to be made aware of the importance they have in the child’s upbringing and education, in order to train them as young people and adults in the future.

Filho and Araújo (2017, p. 25-27) distinguish social factors that are relevant to the issue discussed here:

- 1) The lack of options when choosing vocational training courses, which translates into a lack of interest or motivation, because there is no link between the student’s aspirations and the training they have been subjected to;
- 2) Difficulty integrating into working life, reflected in the school’s own lack of preparation at the time the student leaves for working life, caused by a social maladjustment experienced within the school climate;
- 3) The inappropriateness of the training courses to the job market, which translates very easily into failure, as the student sees no future in the training they are doing and tends to give up;
- 4) Young people working early, young people joining the job market early, with different justifications and different life prospects. Among many other things, we can also mention social causes, such as delinquency, drug use, early pregnancy, family habits and customs, illnesses, the social configuration motivated by the economic and political situation and a very important factor that has to do with the parents’ way of life (going to the countryside, raising livestock).

The involvement and accompaniment of families at school and in school activities, the establishment of contact with teachers and class directors, is a fundamental premise and a good indicator of the existence of family support.

School factors

The school is a unit of complex relationships based on an educational context. However, when we consult the literature, we realize that there are various factors within the school itself, which are at the root of school failure, for example Benavente (1976) who explains failure by the school's inability to differentiate the ways of teaching according to the student and their social background. Even so, authors such as Perrenoud (2002) point to the inconsistency, incoherence and planned ineffectiveness of educational policies, as reflecting, among other dimensions involved, a poor investment in resolving school failure and only a change in the way it manifests itself and warns that school principals and staff are more concerned with preserving or improving their position and managing their organization than transforming pedagogical practices with a view to guaranteeing school success for all. Thus, "the combination of individual characteristics, their respective educational experiences, the clash between school and family culture, or even the inadequacies of other broader social and cultural factors, makes the experience of failure highly probable" (Palacios, 2004).

According to Leite, Fernandes, Mouras and Sampaio (2015), the absence of institutional partnerships limits the school's ability to collectively diagnose and intervene in problems. In this way, there is no way of getting to know the community, there is no way of knowing which problems are really common and seeking solutions for the benefit of all, because, as Hespanha (2008) states, partnerships imply a better knowledge of the reality where you want to intervene and Formosinho (1997, p. 24) also points out that:

The social problems of the community are also the problems of the students as members of that same community, and it is to this extent that the school should be aware of them, since the heterogeneity of the school population and of the contexts in which the school is inserted implies, in itself, profound changes in the moral and social values of the school.

Groups that find themselves in situations of imminent risk tend to be inclined to avoid taking responsibility for their actions, and in the specific case of school failure, this leads to a constant "blame game" between teachers, families and students, which induces the problem to persist and become increasingly strong and evident, as can be seen in the various studies and research carried out by different authors. We call for awareness of the active role of each person in the construction of knowledge, in changing society, in implementing values and moral norms, and a joint search for a solution to the problems experienced individually, but suffered collectively, bearing in mind that the future of the student who is failing at school today will certainly be an uncertain one, and the direction taken today by the modernization that characterizes society worldwide does not allow for uncertain futures, leaving them socially excluded.

In addition, everything that is considered to be the student's malaise is considered to be an indicator of school failure, because just the fact that, once schooling is over, the ability to mobilize the knowledge acquired, the curiosity or desire to achieve greater culture is not triggered, already demonstrates that education has not been fulfilled and quoting Oliveira (2017) "in order to analyze the institutional dimension of school failure, it is also necessary to understand to what extent the focus of the school's action is the student and how the educational establishment realizes its concern", because when a student is labeled as being good, they internalize this label and

act in the way they are seen to, good students, studious and deserving of the praise they receive, on the contrary, they also get feedback, in other words, if they are labeled as bad students, they tend to behave in the way that characterizes them as such: low grades, aggressive and destructive behavior, claiming within himself that he is already a bad student, and according to the national education council in Brasilia (2017, p. 6) “the curriculum is always moldable and its development flexible and necessarily differentiated according to the learning contexts and the actors present (...)”.

We can understand that the school, with all its technical and structural apparatus, its management (administrative and curricular), pedagogy adopted, teacher training, ways of intervening with the student and the surrounding environment, can influence a weak level of competitiveness, indicating a low level of effort and bringing with it demotivation, often translated into a lack of encouragement.

When we talk about school and its relationship with underachievement and dropout, we quickly come to look directly at the relationship between teacher and student. This is because the two are the main players in the teaching and learning process, and the school is the place and the means for the two individuals to meet. But the school ends up playing an important and even responsible role in this process, because it has the duty to create the structures and means that will optimize learning.

Marisa Alves (2009) highlighted the “teacher effect” in the production of school success, also pointing out that it is a decisive factor in the transformation of the student. The author also highlights the importance of the teacher in contributing to school success, working together with the student and the family.

The teacher needs to be able to establish school equity by rectifying language and, in turn, changing communication relationships, reducing linguistic misunderstandings and

minimizing failure through the teacher. Alves (2009) argues that “in the opinion of the students, the teacher-student relationship and the teacher’s expectations are associated with school (in)succes.” In studies on school failure, the teacher is always pointed out as the link that creates a balance, the conductor of the relationship created between the two. In this way, the teacher also needs to be so committed and dedicated as to be able to captivate the students and transmit positive ideas about what he or she thinks of the process in question.

Cortese and Torres (1994) believe that the teacher’s belief in the students’ chances of success is important, as they argue that “teachers who don’t believe transmit their disbelief, even if unintentionally.” Belief/disbelief in the student’s potential, especially in those who are socially disadvantaged and who have little or no family support, becomes very important, as it will be the basis of their emotional and moral support and will give them the strength to continue, we call this phenomenon the Pygmalion effect, named by Robert Rosenthal and Lenore Jacobson (Oliveira, 2007, pp. The Pygmalion effect is considered positive from a dualistic point of view, i.e. there needs to be a reciprocal positive expectation between teacher and student. This expectation of success can be self-expectation (when it comes from the individual themselves in relation to their own success) or an external expectation of what success might be. However, Rosenthal and Jacobson considered I.Q. for academic achievement and student behavior as variables to be taken into account, but in the initial idea, the teacher is the Pygmalion of the school, being the communicator of expectations that shape student behavior.

However, it is important not to assume straight away that a particular factor is responsible for a particular phenomenon, as they are highly variable and have multidirectional causal relationships. Costa (2008, p.94) states that:

The presentations about school failure are not clearly assumed by any of the actors to be the result of pedagogical and/or organizational causes, which, at the level of the teachers, translates into a lack of questioning of their practices, of their actions, since they are not involved in the problem.

Pires (1988), Fernandes (1991) and Formosinho (1991) mention the school as being responsible for school failure, referring to a number of factors, including the type of courses and curricula, the structure and methods of assessment, the way students are grouped, and the scientific and pedagogical preparation of teachers. Paulo Freire (1970, p. 68) in his work *Pedagogy of the Oppressed*, stated that: “between remaining because he disappears, in a kind of dying to live, and disappearing through and in the imposition of his presence, the ‘banking’ educator chooses the second hypothesis.” From this we can see that when education is imposed, there is no significant development or change, and there remains a void in the being who is “educated”, because in fact theoretical knowledge is instilled in him that has nothing to do with his reality and that the student cannot identify with.

However, students are not all the same, as Benavente and Correia (1980, p.20) state: “it is important to emphasize that it is the school’s responsibility to be proactive and to ensure that there is variety and pedagogical distinction”.

In the 1970s, Bordieu and Passeron stated that schools can only reproduce social inequalities by favoring the advantaged, and we are still struggling with the same problem today. Public education policies should focus more on processes than on results.

On the other hand, let’s also talk about the conditions of the school’s own infrastructure, which, because of its purpose, needs to be attractive, have structures and conditions that respond to the needs of the students, even as a matter of inclusion, and in the era in which we

live, we can’t have a school that doesn’t have a library, whether it’s virtual or more traditional, space for sports, a psycho-pedagogical support office and even the promotion of co-existence and social exchanges. A school that provides the conditions mentioned here will certainly promote greater student adherence and permanence, making it the ideal place to motivate, develop skills and provide equal opportunities for users.

We came to the conclusion that, according to the theoretical framework we found, some of the factors behind school failure and dropout are: 1) The school’s inability to differentiate the ways of teaching according to the student and their social background; 2) The incoherence and ineffectiveness of educational policies; 3) The cultural clash between family and school; 4) The lack of institutional partnerships; 5) The student’s unease at school, caused by various situations; 6) Poor teacher-student relationships and low expectations of each other; 7) Lack of confidence in the development and intellectual abilities of students; 8) Deficiencies in school facilities; 9) Ineffective assessment structure and methods, ways of grouping students, scientific and pedagogical preparation of teachers; 10) Reduced connection to the family and the surrounding environment; 11) Lack of attention to individual and social needs.

Individual factors

Benavente (1980) refers to the innate abilities of each student, because in his view, “it is the student himself and his IQ that determine failure or success at school, understanding the aptitudes of students in the talent, or lack thereof, for studies and the relationship with academic performance.” But he also states that “not all children learn for the same reasons, nor at the same time, nor in the same way” (1980, p.64). Peixoto (1999, p. 130) also indicates intellectual level as an aspect linked

to school failure, when he says that “as we move from high to low intellectual level, the percentage of subjects with zero failures decreases”, adding self-esteem and referring to it as another aspect related to failure. When there is nothing to achieve, the objectives are not well defined and the means to be used are not identified, the student wanders around and cannot see what is around them and the opportunities they have in their hands, this leads to low self-esteem and they easily feel demotivated and disgusted, consequently leading to failure. Failure, in turn, is halfway to dropping out of school. The items described above are interconnected, and one can lead to another and thus both lead to dropping out of school, but there is not necessarily a logic to their sequence.

Motivation, whether extrinsic or intrinsic, brings about major changes in the student and leads them to set goals and look for ways to achieve them, because they can look for ways and strategies for significant change on their own. Often, the awareness of a certain situation experienced by the family, if they are socially disadvantaged, leads to intrinsic motivation, which translates into the desire to overcome barriers, succeed in life and get the family out of the bad situation they are in.

According to Muñiz (1982), there are typical behaviors observed in the family environment of students who, in general, will be unsuccessful. They are seen as confused, lazy, distracted, unable to concentrate on the tasks they have to perform, lacking interest and responsibility and always attributing their failure to others.

According to Elizabeth Musterberg (1980), students with serious learning problems show the following types of behavior: 1) Restlessness: hyperactivity, distraction; 2) Low frustration tolerance: inability to accept failure or criticism; 3) Irritability: little inner control, impulsiveness; 4) Anxiety: tension, embarrassment; 5) Retreat: passivity, apathy, depres-

sion; 6) Aggressiveness: destructive behavior towards others; 7) Constant attention-seeking: absorbent, controlling, impertinent; 8) Rebelliousness: defiance of authority, lack of cooperation; 9) Somatic disorders: nervous gestures, headaches, stomachaches, tics, drumming with fingers, tapping feet, curling hair; 10) Schizoid behaviour: going unnoticed, talking to oneself, weak and disorganized contact with reality, strange behaviour; 11) Delinquent behaviour: stealing, setting fires.

These are identified as the main behaviors that cause serious learning problems and can lead to failure and possibly school dropout. In a quick and summarized analysis, it can be seen that these behaviors, characterized as antisocial, appear in most cases of failure and dropping out of school, because, in fact, there is already a tendency not to participate in school activities which, together with the symptoms, gives the student sufficient reason not to attend school anymore.

In addition, Elizabeth Musterberg (1980) points out the following as characteristics of situations considered to be temporary: 1) The student shows distress and disgust at their poor academic performance; 2) They show depressive symptoms, but actively try to solve the problem; 3) They ask for help and are eager to take advantage of it; 4) There are alternations in their performance, characterized by small improvements, followed by relapses. In general, when a student shows these symptoms, it means that they are not yet rigidly structured, because they give in at certain times.

An alarming situation is indicated when the student's behavior tends to have the following characteristics: 1) The student tries to cover up their poor performance, not expressing distress or displeasure; 2) They look for all kinds of justifications which are generally not appropriate to reality; 3) They seem to be unaware of their difficulties, nor do they judge them responsibly, they don't know what tasks or work to do,

or how to do them; 4) They don't look for solutions, nor do they ask for help, and if they do get it they refuse to accept it, always taking a negative attitude towards any school work or request; 5) There are no signs of improvement, but rather they face a permanent situation with slight variations.

Filho and Araújo (2017, pp. 25-27) also point to internal factors as indicators of underachievement and school dropout: 1) Failure: seen as a necessary evil, but which happens most of the time when it is extremely necessary. In Angola, for example, it can be understood that the new education system was created to eliminate this, but there are some important premises that we believe were not taken into account when designing the system; 2) Exam results: the tendency is to use exams as the main indicator of school success. In Angola, for example, continuous assessments are carried out during lessons, but the exam result will have the greatest weight in the final score. And so a bad exam result is a strong cause of failure; 3) Being behind at school: this causes a correlation between age and the class attended by the student, and being behind at school delays the whole process of education from an early age. In this way, the student will always fall out of line in subsequent classes and the difference in age makes socializing with other classmates less healthy; 4) Absenteeism: the result of dislike of school, or of some relevant factor linked directly or indirectly to the student; 5) Dropping out: in general terms, it reflects the rejection of school by those who feel excluded from it for many reasons; 6) Personal feelings: the self-image of failure that everyday life helps to build and which often precedes any of the causes mentioned above.

Thus, all the phenomena and players mentioned and observed here do not act separately, and one alone can be a sufficient cause, but they are usually always accompanied by others that are equally relevant. Educating

young people for academic training will not only be a solution for the individual's life as such, but also for the lives of those who live with them, preventing them from behaving inappropriately in society.

We can understand that student failure depends on a number of factors, namely: 1) Low self-esteem; 2) Substance abuse; 3) Behavioral problems; 4) School demotivation; 5) Lack of school ambitions; 6) School absenteeism; 7) Attraction to the world of work; 8) Indiscipline; 9) Learning difficulties; 10) Health difficulties; 11) Low performance in mother tongue and mathematics; 12) Early motherhood/paternity; 13) Crime.

STRATEGIES FOR OVERCOMING SCHOOL FAILURE AND DROPOUT

The factors described above influence failure and dropping out of school, some of which can be a major influence on their own and others which act together. The subject of failure and dropping out of school has been studied extensively, as have the consequences of these two phenomena, which are logically part of a diverse range of factors.

Pozzobon, Mahendra and Marin (2017) state:

It is therefore important to encourage students to seek growth, to try again, and teachers to seek out new technologies and information. We want a school that values multiple skills and abilities and that works closely with families to strengthen their goals for the healthy development of the citizenship of the new generations.

In this context, it's common to say that we can't talk about a problem without pointing to solutions. So, below, we can look at some strategies, from a general point of view, to take into account in order to combat school failure and dropout, although we can intervene in both phenomena separately.

Strategies for overcoming school failure

Promoting and ensuring success at school for young people is an important task, and for this to happen, the role of parents, teachers and psychologists is crucial in the choices of school path and the options to be followed by students at the end of basic education. When students are underachieving, action must be taken to promote success, but their environment must be taken into account, as it alone cannot overcome their situation. The following are strategies that can be used to address this phenomenon:

- Identifying students who are weak in terms of academic performance and being helped by teachers to read or identify their successes and failures, more in terms of method and school workload than their cognitive ability, will help them to overcome their weaknesses or limitations, as Almeida et al. (2008, p.175) state that “obviously, by emphasizing effort, students end up learning to value the appropriate use of learning strategies, which are always necessary in any learning and academic achievement situation.”
- Constant flexibilization and reorganization of the curriculum, as Benavente (2001, p.114) points out, “the flexibilization of curricula, adapting them to the needs of the students”, while Silva (2003, p.181) states that it is “urgent to reorganize the curriculum and adapt the assessment to the curriculum”.
- Promoting pedagogical quality and human quality, i.e. the pedagogical relationship of what we achieve within the school and classroom. UNESCO, (2014) “(...) teachers should not take responsibility alone”. This report also shows that they only succeed if they excel in the right context, with well-designed curricula and assessment strategies that enhance teaching and learning.

- Reducing the number of students per class, giving the teacher the opportunity for greater group and personal interaction and attention to individual needs, although some independence in terms of study is already evident in certain classes (for example, in the second cycle).

Strategies for overcoming school dropout

Support and encouragement for students, from teachers in terms of disciplinary reinforcement and, above all, greater support and encouragement from parents, as Soares, Fernandes, Nóbrega and Nicolella (2015, p. 770) state “(...) family mediation is very important in cases of dropout, as the importance that the family attaches to education can be decisive in ensuring the continuity of studies (...)”. As Costa (2008, p. 54) says, “beyond this core of causes and solutions lies the school, both in its pedagogical and organizational aspects.”

The school must act from a social point of view, together with the families, because, as Alves (2009, p.51) states, “affection and help are the basis for transforming students who are underachieving in order to positively reverse their situation.” In addition, the results of an intervention showed an important perspective:

(...) that through involvement, parents can find new paths for the trajectory of their children's school life, and discover that school failure can be reduced, and school can have another meaning for the family and the student, be respected and considered important for their child's personal and social fulfillment. (Chechia & Andrade, 2017, p. 112)

The creation of physical conditions in schools, such as laboratories, gymnasiums, libraries and a whole set of conditions that are fundamental to the effective success of students, is of the utmost importance. There is an urgent need to create a concept of a complete school, which has all the conditions for a global and full education with equal oppor-

tunities and, on the other hand, the creation of properly organized spaces for students to dedicate themselves to cultural, sporting and vocational training activities, which seek out their deepest vocations, thus combating the formal atmosphere in schools.

However, it's not always easy to achieve the objectives proposed by the school, idealized by political models, and adapt to society, but we need to take into account the formation of the individual of tomorrow and the society we want to have in the future, the one to which our descendants will belong, and for this reason, projects have been created to participate in and elevate the educational system. Among others, we can mention the TurmaMais Project (2013), whose main objective is to create organizational and pedagogical conditions that lead to an effective improvement in students' learning and school results, focusing on preventing school failure in basic education. They advocate immediate intervention by educational agents at the first signs of student disinterest in school, which is a preventive intervention.

In the literature consulted, the school is highlighted as the main educational agent that must take measures to prevent failure and school dropout. In fact, according to Silva (2015, p. 11), after an investigation that identified factors for school dropout, "schools should draw up a suitable project for their own students and not follow ready-made models (...)". In this context, it is considered extremely important to rethink and reorganize the school in order to take into account the commitment and total involvement of the students, the delivery of society and the understanding of the knowledge acquired as mechanisms for change, a lever for development and social equality. Sharing the same position, Soares, Fernandes, Nóbrega and Nicoletta (2015, p. 770) argue that "there needs to be specific programs and projects for each school, which increase the interest and motivation of young

people at risk of dropping out (...)" and, therefore, Filho and Araújo (2017, p. 45) also point out ways of combating failure and dropping out of school:

A change that is not simply a passive adaptation, but one that seeks to find its own place in the construction of something new, allowing for the expansion of human potential and the emancipation of the collective, looking in all directions and dimensions - historical, cognitive, social, affective and cultural.

Creating ways of coping from the perspective of the system, the school and the individual, capable of alleviating the causes that lead to overcoming difficulties in order to reduce school dropout, are discussions that could indicate this phenomenon.

However, for Filho and Araújo (2017, p. 45), "it is essential that educators use their methodologies to teach beyond what is necessary for the completion of education and age and class adequacy." However, Silva (2015, p. 11) states that "Teachers, together with the pedagogical team, should always be updating their knowledge and teaching methods (...)."

Pozzobon, Mahendra and Marin (2017), when carrying out research into school failure, in which 58 teachers participated, concluded that "...the majority of teachers surveyed consider the existence of school recovery programs to be necessary and even beneficial, but they do not evaluate the conditions in which these programs are developed very positively." Silva (2015, p.11) corroborates the same idea, in that he recommends a "contextualized curriculum that gives more meaning to learning" as a way of improving students' performance at school and reducing failure and dropout.

Of course, we will always have to deal with cases of underachievement and dropping out of school, but the aim is to create ways of increasingly eliminating these phenomena and creating a society in which all individuals have equal treatment and opportunities. It is also

important to pay attention to each particular case, such as the type of society, its habits and customs, its constitution, way of life, the way it views school attendance, among other aspects, and to work towards promoting productive involvement between family, school, student and the surrounding environment.

SCHOOL FAILURE AND DROPOUT IN ANGOLA

THE EDUCATION SYSTEM OF THE REPUBLIC OF ANGOLA

The Basic Law of the Education and Teaching System, no. 17/16 of October 7, 2016, is the document that establishes the general principles and bases of the education and teaching system. In its first point, Chapter I, Article 2, it defines education as “a planned and systematized process of teaching and learning, which aims to fully prepare the individual for the demands of individual and collective life”. In point three, it also states that:

The Education and Teaching System is the set of structures, modalities and educational institutions through which the educational process is carried out, aimed at the harmonious and integral formation of the individual, with a view to building a free, democratic society, based on the rule of law, peace and social progress.

Article 4 defines the purposes of the education and teaching system, among others, as the following:

- b) to ensure the acquisition of knowledge and skills necessary for adequate and effective participation in individual and collective life.
- c) to train individuals capable of understanding national, regional and international problems in a critical, constructive and innovative way, so that they can actively participate in society in the light of demographic principles.

Chapter II sets out the general principles of the education and teaching system, and Article 9 (Universality) states that:

the education system is universal, so that all individuals have equal rights to access, attend and succeed in school at the various levels of education, provided that the criteria of each education subsystem are observed, ensuring social inclusion and equal opportunities and fairness, as well as the prohibition of any form of discrimination.

Article 10 (Democracy) states:

the education and teaching system is democratic in nature, so that, without any distinction, all individuals directly involved in the teaching and learning process, as agents of education or partners, have the right to participate in the organization and management of structures, modalities and institutions related to education, under the terms to be regulated for each education subsystem.

In Article 11 (Gratuity), the third point states that “payments for enrolment, class attendance, school materials and other charges in the second cycle of secondary and higher education are the responsibility of parents and guardians or of the students themselves, in the case of adults”, while in Article 12, the first point states that “compulsory education translates into the duty of the state, society, families and companies to ensure and promote access to and attendance at the education and teaching system for all individuals of school age”.

Chapter III presents the organization of the education and teaching system. Thus, the first section, in its article 17 (structure), point two establishes in paragraph b) the general education subsystem and in point three paragraph c) secondary education, which is the field of action of this investigation. Article 33 defines the following specific objectives for the second cycle of general secondary education:

- a) Ensure solid, in-depth training in a particular area of knowledge;
- b) To prepare students for entry into the higher education subsystem or for vocational training and integration into working life;
- c) Develop a world view based on philosophical, logical and abstract thinking and the ability to evaluate the application of scientific models in solving practical problems;
- d) To encourage the acquisition and application of increasingly in-depth knowledge, based on study, critical reflection, observation and experimentation;
- e) To consolidate patriotic, moral and civic values, developing a spirit of participation and involvement in social life;
- f) Developing practical experiences to strengthen the mechanisms for bringing the school and the community closer together, boosting the school's innovative and interventionist role;
- g) Encourage the orientation and vocational training of young people, through technical and technological preparation, with a view to entering the world of work.

Chapter V, on human, material and financial resources, Article 95 (education and teaching staff), in its second point, states that:

In order to carry out their duties, teachers and other education and teaching staff are required to be of good moral and civic character and integrity, to have a sense of patriotism, to constantly improve their technical, scientific and professional skills, to dedicate themselves exclusively and on a full-time basis, and to meet other requirements under the terms to be regulated in the respective career statutes.

In chapter VI, on the administration and management of education and teaching systems, in article 105 (curricula, study plans, study programs and school textbooks), the first point states: "curricula, study plans and

study programs and school textbooks for pre-school education, primary education and secondary education have a national character and are compulsory under the terms to be approved by the holder of executive power." Article 106 (vocational and professional guidance), in points two and three, states:

vocational and professional guidance is based on knowledge of the aspirations and abilities of learners and the particularities of the social environment and the labor market, as well as the priorities of political, economic, social and cultural development; vocational and professional guidance is provided in each educational institution and all levels of the education and teaching system, through curricular and extracurricular activities and other services.

Characterization of the phenomena in Angola

With a view to expanding education to all areas, reducing the illiteracy rate and eradicating poverty, the government of the Republic of Angola adopted the "Education for All" program and in the opening speech of the 2014 report, the then Minister of Education, Dr. Pinda Simão (2014, p. 5) stated:

the angolan state's political commitment to quality education for all dates back to March 1990, at the world conference on education for all held in Jomtien (Thailand), which adopted the World Declaration on Education for All: Meeting Basic Learning Needs (...).

With this in mind, the Education for All program has six main objectives. The sixth objective is to "Improve all qualitative aspects of education, guaranteeing recognized and measurable learning results, especially in reading, writing, calculation and practical skills essential to life." In this way, the educational reform was implemented in Angola, comprising three distinct phases: experimentation, generalization and evaluation, also leading to a commit-

ment to teacher training with the opening of primary schools and higher education schools . In this context, the implementation of literacy and school acceleration followed, as an incentive to catch up on school delays. At the end of this report, it is recommended, among other things, that teacher training programs be improved, and that learning be re-evaluated in order to strengthen indicators of quality and results and the effectiveness of the education system.

As part of the 1st Colloquium on the theme "The inclusion of social work in education in Angola", Angolan social worker Paulo Custódio (2010, p. 2) stated that "the causes of school failure have to do with the precarious conditions that schools provide, the social conditions of families and the poor commitment of students to the teaching and learning process."

In an investigation carried out by Paula Visoleta Tchifulezi (2016), as part of her master's degree in Education Management and Administration, in June 2016, the author presents the problem of school dropout in Benguela schools, under a descriptive-exploratory type of research, based on observation, recording, analysis and correlation of facts. Three schools with very similar characteristics were analyzed from the point of view of their location and educational agents, concluding that "there is a list of causes of dropout identified, which is divided into two specific points: problems of integration, family and accessibility." In the end, he suggests five points for action, including:

- There should be early identification of individual difficulties and the adoption of global prevention strategies at school, as these are the best methods for reducing the rate of early school leavers;

- The teaching/learning process should be adapted to the level, characteristics and difficulties of the students in order to allow them to adapt actively and productively in the teaching and learning process;

- Student learning and motivation could be improved by making more teaching materials (e.g. computers, books, videos, magazines, newspapers, etc.) available in sufficient numbers.

Enês Eyanga (n.d., p. 3) also reflects on school dropout in Angola, diagnosing the causes and consequences and proposing measures to minimize this phenomenon. The main causes are:

Difficulty in assimilating curriculum content, incorrect assessment; lack of professional ethics and deontology on the part of teachers; family issues (divorce, financial difficulties, excessive savings, large numbers of children, early pregnancy, early marriages); the use of alcohol and drugs, encouraging early entry into the world of work and money; difficulty in dealing with conflicts that arise at school, such as: rejection by peers, for some physical or even personality traits; lack of support from parents and guardians; lack of incentives from teachers and difficulty in assimilating curriculum content.

The same author points to the following as possible consequences: the poor development of society, an increase in juvenile delinquency, a lack of job opportunities, the breakdown of families, risky and often undignified work, an increase in youth prostitution and consequently a relevant factor in the increase in HIV-AIDS cases, an increase in poverty and wages that do not meet basic needs.

Ana Paula Inês (2015), the then Secretary of State for Education, at the opening of a seminar to raise awareness about the role of education in preventing and responding to emergencies, pointed to social and cultural factors as causes of school dropout.

Abordagem morfossintáctica do imperativo nos media televisivos angolanos

Betuel Vunda José Tomé

Resumo

Este artigo examina o uso do modo imperativo nos media televisivos de Angola em contraste com a norma-padrão europeia. O trabalho dá ênfase, assim, aos aspectos em que o uso do imperativo se afasta gradativamente do convencional no português padrão europeu. Com maior realce à abordagem qualitativa, o estudo fez recurso ao método comparativo, bem como à pesquisa descritiva. Foram gravados, transcritos e explicados, à luz da morfossintaxe, enunciados orais, proferidos por distintos falantes nos media televisivos de Angola. Os dados indicam uma tendência de as formas vistas como desviantes se tornarem mais recorrentes, sendo usadas quer por pessoas que desconhecem o funcionamento da língua quer por pessoas com consideráveis níveis de conhecimento linguístico.

Palavras-chave: Modo Imperativo, Morfossintaxe, Variação, Norma e Media Televisivos Angolanos.

Kitetu

Kamukanda kaka kazambula ukexilu wa kituminu mu mitelembe ya italela kanga ya Ngola, mukudixa ni ijika ya elopa. Okikalakalu kitumbikisa ukexilu yo udison-dolokesa lwofelelwofele muzwelelu wa kituminu kya kijila kya ukexilu wa phutu. Ni utumbikisu uzwelelu wa kijingu, ulongelu ulondekesa masunga a kudifanganesa ni kuzambula kwa kusosa. Esete, esoneka anga etetulwila, mukudifangana kwa molofologiya ni sintakeze, oyambelu ya kuzwela, yatange kunzungule ya azwedi mu mitelembe ya italela kanga ya Ngola. Oyizwelelu ilondekesa okwila ukexilu watalesa okwila kiwafamena osanzuune dingi, mukwila ozwela kwala athu yo afikikila okwila kyejiya ijila ya dizwi, mba na kwa athu atalesa okwila ijiya kyambote ijila ya lingwistika.

Maba Angunji: Ukexilu wa kituminu, Molofologiya ni Sintakeze, Dihanda, Kijila, Mitelembe ya Italela Kanga ya akwa Ngola

Abstract

This article contrastively analyzes the use of the imperative mood in Angolan television media and the European standard norm. The research emphasizes the aspects in which the use of the imperative gradually moves away from the conventional in standard European Portuguese. Essentially with a qualitative approach, the study used the comparative method, as well as descriptive research. Oral utterances were recorded, transcribed and explained in the light of morphosyntax, uttered by different speakers in the Angolan television media. The obtained data show a clear tendency for the forms seen as deviant to become more recurrent, being used either by people who do not know how the language works or by people with considerable levels of linguistic knowledge.

Keywords: Imperative Mood, Morphosyntax, Variation, Norm, and Angolan Television Media.

1.Introdução

O presente artigo, cujo título é “Abordagem Morfossintáctica do Imperativo nos Media Televisivos Angolanos”, examina o emprego do modo imperativo no português falado em Angola, descrevendo estruturas frásicas produzidas nos media televisivos do País, tendo como referência a norma-padrão europeia, a norma de que Angola se serve.

O trabalho dá ênfase aos aspectos em que o uso do imperativo se afasta gradativamente do convencional no português padrão europeu, havendo, deste modo, uma tendência de as formas vistas como desviantes se tornarem mais recorrentes, sendo usadas quer por pessoas que desconhecem o funcionamento da língua quer por pessoas com consideráveis níveis de conhecimento linguístico.

Seguindo essa linha de orientação, considerou-se o uso do modo imperativo nas suas duas variantes: as formas associadas ao presente do indicativo e as formas associadas ao presente do conjuntivo, em um corpus constituído a partir dos pronunciamentos dos jornalistas e das intervenções dos diferentes interlocutores, em situações discursivas que envolvem o imperativo negativo, o imperativo da 3.^a pessoa do plural e a conformidade entre o imperativo e as formas de tratamento genéricas como tu, você, o senhor / a senhora, pois são nesses aspectos em que se notam divergências entre a tradição gramatical e o emprego do imperativo na língua falada por um número expressivo de angolanos.

2. Metodologia

Com o propósito de se realizar esta investigação, fez-se necessário gravar e anotar enunciados proferidos nos media televisivos angolanos e analisar o emprego do modo imperativo nesta realidade. Optou-se pelo método comparativo que permitiu ressaltar as diferenças morfosintáticas do imperativo no português falado em Angola e na norma-padrão europeia. Pautou-se por uma abordagem qualitativa uma vez que houve a necessidade de se descrever os dados colhidos.

Fez-se a listagem de um corpus oral gravado aleatoriamente em um aparelho digital, a partir de programas televisivos, composto por um número de enunciados possíveis em razão da limitação temporal e da matriz morfossintática, todavia, depois da transcrição das amostras gravadas, o referido corpus serviu para o propósito inicial do trabalho: descrições, comparações, generalizações e hipóteses teóricas.

3. O imperativo no Português Europeu

Ao entrar em contacto com diferentes gramáticas, verifica-se que a abordagem dada ao imperativo, na maior parte das obras, é pouco pormenorizada. Por conseguinte, expõe-se a seguir extractos sobre o modo imperativo, retirados de algumas gramáticas para se compreender, da melhor forma, os aspectos relacionados com as formas imperativas na tradição gramatical do português.

Deixando de parte a forma negativa, de uma forma muito sintética, Figueiredo (1999) afirma que “no modo imperativo

afirma-se imperiosamente: toma cuidado!” (p.73). Nesta linha de pensamento, o autor considera apenas as formas da segunda pessoa, singular e plural, em frases afirmativas, como se vê nos seus exemplos no paradigma de flexão verbal (“aplaudir – aplaude tu e aplaudi vós”).

Por seu turno, Dias (2010) afirma que “o imperativo serve para exprimir ordem, preceito, exortação, petição, desejo, permissão e uma concessão” (p. 97). Nota-se aqui, diferentemente de Figueiredo, mais nuances semântico-pragmáticas para a noção do modo em questão. O autor refere ainda que o imperativo “não se emprega em orações negativas; é substituído então pelo presente do conjuntivo” (p. 97).

Borregana (2003), assemelhando-se à ideia de Dias, diz que o imperativo “exprime uma acção apresentada como uma ordem, uma exortação, um pedido. Lava-te, rapaz! Lavai-vos, rapazes!” (p.121).

O filólogo realça também que “a mesma função apelativa exprime-se por meio do conjuntivo, sobretudo nos casos em que a ordem é negativa ou o sujeito é da 3.^a pessoa ou equivalente: Não façam isso! Vocês, saiam daqui! Senhores, dêem-me licença. V.as Ex.as, entrem. Leve daqui estas cartas. Deixe-se disso.” (121).

Na sua obra intitulada “Moderna Gramática Portuguesa”, Bechara (2006), na mesma linha de pensamento dos autores referenciados nos parágrafos anteriores, conceitua imperativo como sendo o modo que “expressa a posição do falante em relação a um acto que se exige do agente” (p. 232).

Ainda segundo Bechara (2006), “o modo conjuntivo ocorre normalmente nas orações imperativas negativas e afirmativas (nestas últimas com excepção da 2.ª pessoa do singular e plural): “Não emprestes, não disputes, não maldigas e não terás de arrepender-te”. “Não desengane-mos os tolos se não queremos ter inumeráveis inimigos”. “Louvemos a quem nos louva para abonarmos o seu testemunho” (p. 237).

Enfim, o modo imperativo exprime pedido, ordem, exortação, desejo, conselho, convite, instrução e emprega-se com o objectivo de incitar ou estimular o interlocutor a realizar a acção representada pelo verbo. Este modo apresenta duas formas: a afirmativa e a negativa, formadas e conjugadas de maneira específica, como se observa logo a seguir.

3.1. Formação do imperativo

No modo imperativo não existe a primeira pessoa do singular, eu, porque é empregue para o falante dirigir-se a um interlocutor, por isso só é conjugado nas pessoas que indicam aquele a quem se fala – 2.ª do singular e do plural, 3.ª do singular e do plural e 1.ª do plural (na qual o falante faz parte).

Como se constatou no ponto anterior, no geral, as gramáticas da língua portuguesa são condizentes em considerar que o imperativo, em português, apenas possui formas próprias para a segunda pessoa (“tu”, singular e “vós”, plural). Com efeito, quando se trata da primeira pessoa (“nós”, plural) ou da forma de tratamento de 3.ª pessoa (“você / vocês”), usa-se a flexão do presente do conjuntivo, usando-a

também na forma negativa do imperativo em todas as pessoas.

Por outras palavras, o imperativo afirmativo, na segunda pessoa (tu e vós), forma-se a partir do presente do indicativo, suprimindo-se o -s.

Por exemplo: Fica em casa! Ficai em casa! Exceptua-se, para este caso, o verbo ser, que é flexionado fora do paradigma referenciado: sê tu, sede vós. Para as demais pessoas gramaticais, 3.ª do singular, 1.ª e 3.ª do plural, usam-se as formas verbais flexionadas no presente do conjuntivo.

Exemplos: Fique em casa! Fiquemos em casa! Fiquem em casa!

Portanto, ao flexionar-se o verbo ficar no imperativo afirmativo, ter-se-á: fica tu, fique você / o senhor; fiquemos nós, ficai vós, fiquem vocês / os senhores.

Como já se frisou, as formas do imperativo negativo são sempre idênticas às do presente do conjuntivo.

Exemplos: Não fiques em casa! Não fique em casa! Não fiquemos em casa! Não fiquéis em casa! Não fiquem em casa!

Logo, ao conjugar-se o verbo ficar no imperativo negativo, ter-se-á: Não fiques tu, Não fique você / o senhor, Não fiquemos nós, Não fiquéis vós, Não fiquem vocês / os senhores.

Em contextos em que haja um verbo pronominal, deve fazer-se as devidas concordâncias com as formas clíticas corres-

pondentes e atentar-se à posição destas que, em consequência das circunstâncias e propriedades das estruturas frásicas em que estiverem inseridas, podem ocorrer antes do verbo (próclise ou posição proclítica) ou depois do verbo (ênclise ou posição enclítica).

Exemplos: Protege-te da COVID-19! Não te protejas da COVID-19! Proteja-se da COVID-19! Não se proteja da COVID-19! Protejamo-nos da COVID-19! Não nos protejamos da COVID-19! Protegei-vos da COVID-19! Não vos protejais da COVID-19! Protejam-se da COVID-19! Não se protejam da COVID-19!

Assim, Protege-te (tu), Proteja-se (você / o senhor), Protejamo-nos (nós), Protegei-vos (vós) e Protejam-se (vocês ou os senhores) – imperativo afirmativo – e Não te protejas (tu), Não se proteja (você / o senhor), Não nos protejamos (nós), Não vos protejais (vós) e Não se protejam (vocês / os senhores) – imperativo negativo.

4. Descrição e interpretação dos dados

Neste ponto, realiza-se a descrição morfossintáctica de estruturas e expressões frásicas, centrando-se no modo imperativo. Como objecto de análise, na composição deste texto, dispõe-se de um corpus oral formado por um universo de 15 sequências, organizadas segundo a categoria dos desvios alistados: o imperativo negativo (5 enunciados), o imperativo da 3.ª pessoa do plural (5 enunciados) e o imperativo nas formas de tratamento (5 enunciados).

4.1. O imperativo negativo

Conforme se observou em 3.1., de acordo com a norma-padrão europeia, toda a flexão do imperativo negativo, uma vez que não possui formas próprias, deriva das formas associadas ao presente do conjuntivo. Entretanto, não é o que se verifica no português falado em Angola, porquanto os enunciados abaixo revelam um desvio ao paradigma acima referido. Vejamos:

(1) “ [...] todo o cuidado é pouco não negligencia, fica em casa.” [TPA, Telejornal, 02/04/2020]

(2) “Não fuge da conversa, veste blazer ou decote [...] ” Senta-te.” [Zap Viva, Programa Zap News, 22/10/2020]

(3) “Foi, então, a minha colega Filomena Mununga a partir da Lunda Norte. Muito bem, a fazer o seu trabalho. Não se esquece as medidas de protecção. Até a próxima!” [TPA, Programa Família em Acção, 23/04/2020]

(4) “ [...] não deixa-se enganar, todo o jovem conhece o partido que pode dar solução aos problemas que o País enfrenta [...] ” [TPA, Telejornal, 18/07/2021]

(5) “Senhor Deputado, não monopoliza o debate, todos, aqui, têm o direito de rebater.” [TV Zimbo, Programa Debate Livre, 17/08/2021]

Como se pode verificar nos enunciados acima, a exteriorização do imperativo negativo no português falado em Angola caracteriza-se pelo uso das formas, morfológicamente, associadas ao modo indicativo em substituição das formas vinculadas ao modo conjuntivo, principalmente na segunda e terceira pessoas do singular, embora ocorra também, muitas vezes, na terceira pessoa do plural, conforme se observa adiante.

Em vista do que se afirmou no parágrafo anterior, se se comparar os segmentos desviantes com os seus equivalentes na norma-padrão europeia, ter-se-ia o quadro seguinte:

Quadro n.º 01 – Desvios no imperativo negativo

N.º	Português falado em Angola	Norma-padrão europeia
(1)	Não negligencia	Não negligencies
(2)	Não foge	Não fujas
(3)	Não se esquece	Não se esqueça
(4)	Não deixa-se	Não se deixe
(5)	Não monopoliza	Não monopolize

Fonte: autor.

O quadro 2 revela que a formação do imperativo negativo na norma-padrão europeia obedece à fórmula: operador de negação + forma verbal associada ao presente do conjuntivo. No português falado em Angola, constrói-se com o operador de negação+a forma verbal associada ao presente do indicativo, não havendo distinção entre a segunda e a terceira pessoas do singular, diferenciando-se da variedade europeia do português em que, para além de usar a forma verbal associada ao presente do conjuntivo, há a presença do sufixo flexional (-s) na segunda pessoa, como explicita o quadro seguinte:

Quadro n.º 02 – A variabilidade nas 2.ª e 3.ª pessoas do singular

Variedade	2.ª Pessoa do singular	3.ª Pessoa do singular
Português falado em Angola	Não negligencia	Não negligencia
Norma-padrão europeia	Não negligencies	Não negligencie

Fonte: autor.

Sabe-se que, em português, essa diferenciação de forma acima referenciada ocorre em todas as flexões nos diferentes modos verbais, por exemplo, no condicional, jogarias (2.ª pessoa) e jogaria (3.ª pessoa) e, no infinitivo, jogares (2.ª pessoa) e jogar (3.ª pessoa). Porém, relativamente à mudança de polaridade, na 2.ª pessoa do singular (tu), só no imperativo é que se verifica variação de forma, sendo que as formas verbais correlativas do indicativo, do conjuntivo, do infinitivo e do condicional mantêm-se inalteráveis.

Como refere Undolo (2014):

[...] o nível de domínio da função e uso do imperativo negativo é crítico, dando lugar a um indicador de instabilidade no PA. [...] Verificámos: (i) desconhecimento dos paradigmas do imperativo negativo do PE (provavelmente esse desconhecimento virá a ser o responsável pela institucionalização do referido traço linguístico, a reter no PA); (ii) tendência para a aceitação da construção do imperativo negativo com selecção de formas verbais do modo indicativo, em detrimento das formas verbais do conjuntivo, típicas do PE, a par de recursos discursivos expressivos como a entoação. Esta aceitação generalizada revela uma nova estrutura lógica da gramática da língua, supondo que o uso das formas do indicativo em lugar das formas do conjuntivo não acarreta problemas de comunicação. Exemplo: PA: Nunca aceita comer em casa do teu adversário. PE: Nunca aceites comer em casa do teu adversário. [...] (p. 180)

4.2. O imperativo da 3.ª pessoa do plural

Quer no imperativo afirmativo quer no negativo, a 3.ª pessoa do plural, na norma-padrão europeia, deriva da forma associada ao presente do conjuntivo. No entanto, não é o que ocorre, reiteradamente, no português falado em Angola, como se pode constatar nos enunciados abaixo:

6) “Não percam, ficam ligados [...]” [TV Zimbo, Programa Made in Angola, 25/09/2020]

(7) “[...] Aconselho a todos, explorem mais o nosso país, vêm conhecer os outros cantos de Angola.” [TPA, Programa Destinos, 22/11/2020]

(8) “Sejam bem-vindos e sentem-se em casa, meus queridos.” [TV Zimbo, Programa A Sua Manhã, 17/06/2021]

(9) “Roubam, mas não me tiram a vida.” [TV Zimbo, Programa Fala Angola, 13/07/2021]

(10) “Não fazem confusão no meu programa.” [TV Zimbo, Programa A tarde é Nossa, 09/09/2021]

Nos enunciados acima, observa-se, tal como nos casos já analisados em 4.1., o uso da forma associada ao presente do indicativo em substituição da forma associada ao presente do conjuntivo. Como se vê no quadro abaixo no qual se comparam os segmentos desviantes com os seus equivalentes na norma-padrão europeia.

Quadro n.º 03 – Desvios no imperativo da 3.ª pessoa do plural

N.º	Português falado em Angola	Norma-padrão europeia
(11)	Ficam	Fiquem
(14)	Exploram	Explore
(15)	Vêm	Venham
(17)	Sentem-se	Sintam-se
(19)	Não me tiram	Não me tirem
(21)	Não fazem	Não façam

Fonte: autor

4.3.O imperativo nas formas de tratamento

Como se sabe, em português, num enunciado, os elementos estruturais devem partilhar traços gramaticais respeitantes ao género, ao número e a pessoa, bem como respeitar outros princípios sintácticos de harmonia entre os componentes frásicos. No caso das interacções verbais imperativas, é preciso também ter em atenção os códigos de respeitabilidade, de cortesia e de simpatia, ou seja, devem-se respeitar as marcas sociais a partir do uso das formas de tratamento, pois não tem o mesmo valor tratar alguém por tu (usando a 2.ª pessoa) ou por você (usando a 3.ª pessoa e as formas nominais o senhor ou a senhora). Logo, a escolha de uma palavra determina o uso obrigatório de uma forma congruente às palavras que lhe são adjacentes. Todavia, não é o que se verifica nas proposições apresentadas adiante.

(11) “**Senhor Deputado** Higino Carneiro, se está de acordo, **levanta** a mão, por favor [...]” [TPA, Programa Assembleia Nacional, 22/04/2020]

(12) “[...] é dessa forma que a Família em Acção **lhe** aconselha: **cria** ideias e **dá** resposta ao **seu** negócio” [TPA, Programa Família em Acção, 20/04/2020]

(13) “Nessa quarentena, **fica** em casa e **passe** o fim-de-semana com a TPA” [TPA, Programa Janela Aberta, 19/04/2020]

(14) “**Cumpra** com a lei, **fica** em casa” [TV Zimbo, Programa 113, 24/09/2020]

(15) “Como a **sua** intervenção é consistente, vamos atender um telespectador. **Permite-me**, por favor.” [TPA, Programa Janela Aberta, 12/04/2020]

Ao se observar as construções acima, constata-se que elas apresentam oscilação nas formas imperativas, ora a 2.^a pessoa ora a 3.^a pessoa, e de tratamento, ora por tu ora por você, não respeitando o paralelismo morfossintático entre os elementos referentes ao tratamento formal e entre os componentes da abordagem informal, pois que, por um lado, o tratamento por tu exige a segunda pessoa do singular dos verbos, os pronomes complementos de 2.^a pessoa e os possessivos igualmente de 2.^a pessoa; por outro lado, o tratamento por você (o/a senhor/a) exige a terceira pessoa do singular do verbo, os pronomes complementos de 3.^a e os possessivos igualmente da 3.^a pessoa.

5.Considerações finais

Assim, a partir destes pontos de reflexão, evidenciou-se que, a divergência entre o português falado em Angola e a norma europeia não se circunscreve apenas na polaridade negativa, pois verificam-se, igualmente, desvios no emprego da 3.^a pessoa do plural quer na polaridade negativa quer na positiva, bem como em relação à concordância entre as formas verbais do imperativo e os pronomes ou o modo de tratamento. Portanto, conclui-se que nessa realidade linguística:

i. coexistem duas possibilidades de se exprimir o imperativo negativo, numa consta o operador de negação + a forma verbal associada ao presente do indicativo e noutra, o imperativo negativo segundo à norma-padrão europeia, integra o operador de negação + a forma verbal associada ao presente do conjuntivo;

ii. o uso do imperativo da 3.^a pessoa é muito variável, ora a forma associada ao presente do conjuntivo ora a associada ao presente do indicativo;

iii. as formas nominais presidem e ditam a formalidade ou a informalidade de tratamento entre os interlocutores, desviando-se da norma-padrão europeia, por causa da variação no tratamento e na incorrecção da selecção das formas pronominais.

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A ORIENTAÇÃO CARTOGRÁFICA NO ENSINO DA GEOGRAFIA NA 7ª CLASSE. UMA EXPERIÊNCIA EM ALGUMAS ESCOLAS DO MUNICÍPIO DE PORTO AMBOIM (ANGOLA)

LA ORIENTACIÓN CARTOGRÁFICA EN LA ENSEÑANZA DE LA GEOGRAFÍA EN LA 7ª CLASE. UNA EXPERIENCIA EN ALGUNOS COLEGIOS DEL MUNICIPIO DE PORTO AMBOIM (ANGOLA)

THE CARTOGRAPHIC ORIENTATION IN THE TEACHING OF GEOGRAPHY IN THE 7th GRADE. AN EXPERIENCE IN SOME SCHOOLS IN THE MUNICIPALITY OF PORTO AMBOIM (ANGOLA)

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Resumo

O presente trabalho trata da análise do processo do ensino-aprendizagem nos conteúdos de orientação cartográfica da 7ª classe na disciplina de geografia. Para o estudo, foram seleccionadas (3) três escolas no município de Porto Amboim as quais denominamos A, B e C. Para avaliação da situação em estudo, elaboraram-se questionários/ inquéritos dirigidos aos professores e alunos, sendo que ao corpo directivo foi direccionada uma entrevista. Em cada escola foram seleccionados (60) sessenta alunos, usando a escolha na base de todos os números primos e ímpares. Quanto aos professores foram seleccionados 14, sendo 6 da escola A, 6 da escola B e 2 da escola C, dos quais (3) três são coordenadores da disciplina de geografia. O corpo directivo integrou os directores gerais e subdirectores pedagógicos de cada escola. Os resultados dos inquéritos/questionários e entrevistas foram processados e apresentados em gráficos. Podemos aferir que as aulas teóricas nos conteúdos de orientação cartográfica não têm sido acompanhadas com as aulas práticas. Por outro lado, da análise do programa de disciplina de geografia da 7ª classe constatou-se que a distribuição dos tempos lectivos varia em função do trimestre e que existem (3) três horas de reservas, as quais se sugere a sua utilização nas aulas práticas. Neste trabalho propõe-se um sistema de acções didácticas-práticas que poderia ser um instrumento para o desenvolvimento de

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habilidades cartográficas nos alunos, no processo de ensino-aprendizagem da disciplina de geografia na 7ª classe.

Palavras-chave: Orientação cartográfica; Práticas de campo; Ensino Geografia.

Resumen

El presente trabajo aborda el análisis del proceso de enseñanza-aprendizaje en los contenidos de orientación cartográfica de la 7ª clase en la disciplina de la geografía. Para el estudio, (3) se seleccionaron tres escuelas en el municipio de Porto Amboim, que denominamos A, B y C. Para la evaluación de la situación en estudio, se prepararon cuestionarios / encuestas para maestros y estudiantes, y se dirigió una entrevista al órgano rector. En cada escuela se seleccionaron (60) sesenta estudiantes, utilizando la elección sobre la base de todos los números primos e impares. En cuanto a los docentes, fueron seleccionados 14, 6 de la escuela A, 6 de la escuela B y 2 de la escuela C, de los cuales (3) tres son coordinadores de la disciplina de geografía. El órgano de gobierno ha integrado a los directores generales y subdirectores pedagógicos de cada escuela. Los resultados de las encuestas/cuestionarios y entrevistas fueron procesados y presentados en gráficos. Podemos ver que las clases teóricas en los contenidos de orientación cartográfica no han ido acompañadas de las clases prácticas. Por otro lado, el análisis del programa de disciplina de geografía de la 7ª clase encontró que la distribución de los tiempos escolares varía según el trimestre y que hay (3) tres horas de reservas, lo que sugiere su uso en clases prácticas. Por otro lado, el análisis del programa de disciplina de geografía de la 7ª clase encontró que la distribución de los tiempos escolares varía según el trimestre y que hay (3) tres horas de reservas, lo que sugiere su uso en clases prácticas. Este trabajo propone un sistema de acciones didáctico-prácticas que podrían ser un instrumento para el desarrollo de habilidades cartográficas en los estudiantes, en el proceso de enseñanza-aprendizaje de la disciplina de geografía en la 7ª clase.

Palabras clave: Orientación cartográfica; Prácticas sobre el terreno; Enseño geografía.

Abstract

This research deals with the analysis of the teaching-learning process in the contents of cartographic orientation of the 7th grade in the subject of geography. For the study, (3) three schools were selected in the municipality of Porto Amboim, which we named A, B and C. In order to assess the situation under study, questionnaires/surveys were prepared for teachers and students, and an interview was directed to the governing body. In each school sixty students (60) were selected, using the choice in the base of all prime and odd numbers. As for the teachers, 14 were selected, 6 from school A, 6 from school B and 2 from school C. Three (3) of them are coordinators of the geography subject. The governing body included the general directors and pedagogical subdirectors of each school. The results of the surveys/questionnaires and interviews were processed and presented in graphs. We can see that the theoretical classes in cartographic orientation content have not been accompanied by practical classes. On the other hand, from the analysis of the 7th grade geography subject program, it was found that the distribution of teaching time varies according to the quarter and that there are (3) three hours of reservations, which are suggested to be used in practical classes. This work proposes a system of didactic-practical actions that could be an instrument for the development of cartographic skills in students, in the teaching-learning process of the subject of geography in the 7th grade.

Keywords: Cartographic orientation; Field practices; Teaching geography.



INTRODUÇÃO

A Geografia, enquanto ciência visa discutir as transformações ocorridas no espaço a partir da relação sociedade *versus* natureza, que tem na cartografia um mecanismo didático e eficaz, na transmissão de conhecimentos e das transformações ocorridas no espaço, para tal, é necessário o ensino dessa ciência desde as classes iniciais nos ciclos de formação, de modo a estimular o desenvolvimento das noções espaciais nas crianças.

No entanto, autores como Almeida, R. (2004), Mariza C. P. e Rosely S. A. (2007), referem ser comum observar diversas limitações quanto à incorporação do saber cartográfico no processo de ensino-aprendizagem de geografia na educação (caso que observado também no contexto angolano), as quais passam pelo próprio nível de abstracção que aquele conhecimento congrega o que, por vezes, o torna de difícil compreensão para estudantes e, em alguns casos, para professores.

O estudo da orientação cartográfica segundo Almeida, R. (2002), Mariza C. P. e Rosely S. A. (2007); Pimenta S. A., Carvalho, A B. (2008), além de servir como ferramenta para o melhor entendimento dos conteúdos, viabiliza o desenvolvimento da leitura e interpretação de mapas, fundamentalmente para que o aluno compreenda a distribuição e organização dos espaços que fazem parte da realidade vivenciada. Além disso, contribui no desenvolvimento de habilidades relativas à representação espacial.

A importância pedagógica do presente estudo visa melhorar a forma como o aluno deve relacionar-se com o “lugar” e a construção de conhecimentos geográficos através de uma análise da relação entre as vivências sócio-espaciais do aluno e a geografia ensinada concretamente no ensino da orientação cartográfica. Em outras palavras, buscou-se entender como o aluno consegue relacionar a geografia aprendida na escola com o seu quotidiano. Partimos do pressuposto de que os agentes do processo de ensino-aprendizagem, alunos e professores, pertencem a um meio social, pelo qual são influenciados e, no qual, certamente, exercem influências.

A investigação centra-se na avaliação dos conteúdos de orientação cartografia no processo de ensino-aprendizagem na 7ª classe em algumas escolas do município de Porto Amboim, de formas a dotar os professores de geografia de ferramentas para o desenvolvimento de habilidades ao longo das suas aulas de orientação cartográfica permitindo que aos alunos uma participação activa na construção do seu próprio conhecimento.



Olhando para a realidade vivida nas escolas secundárias concretamente nas escolas do 1º ciclo do município de Porto Amboim, detectamos várias insuficiências no que tange:

- As limitadas metodologias que os professores utilizam na condução do processo de ensino-aprendizagem na disciplina de geografia;
- O uso de métodos inadequados por parte dos professores, que não promovem a aplicação prática dos conhecimentos; tornando os alunos meros depósitos de conteúdos;
- Uso excessivo do método expositivo, facto que torna o aluno um instrumento, ou seja um actor passivo, não participando na construção do seu próprio conhecimento;
- A falta de preparação metodológica para professores em matéria de metodologias para a condução do processo de ensino-aprendizagem de forma mais dinâmica e eficaz.

Analizadas as insuficiências vividas pelos professores de geografia e alunos em algumas instituições escolares, levou a definição do seguinte tema: A orientação cartográfica no ensino da geografia na 7ª classe. Uma Experiência em algumas escolas do município de Porto Amboim.

Como Problema Científico apresenta-se o seguinte: Como tem sido o processo de ensino-aprendizagem na disciplina de Geografia para desenvolvimento de habilidades cartográficas na 7ª classe nas escolas do município de Porto Amboim?

Objecto de estudo ou da investigação: Processo de formação contínua de professores.

Campo de acção da investigação: Preparação de professores para desenvolvimento de habilidades cartográficas no processo de ensino-aprendizagem da disciplina de geografia.

Objectivo geral da investigação: Avaliar o processo de ensino-aprendizagem nos conteúdos de Cartografia na 7ª classe, na disciplina de Geografia em algumas escolas do Município de Porto Amboim.

MATERIAIS E MÉTODOS

Caracterização do Campo de Pesquisa

Para a investigação foram seleccionadas três escolas do município de Porto Amboim, na Província do Cuanza Sul, sendo elas codificadas em escola A com 12 turmas, localizada no centro da cidade (zona A), uma outra como escola B com 8 turmas localizada também



na cidade (zona B) e a escola C com 4 turmas, localizada num dos bairros da periferia da cidade (Cauila). A amostra foi de 180 alunos, 14 professores de geografia e 6 membros do corpo directivo das escolas, que perfaz um total de 200 intervenientes como demonstra a tabela nº1 abaixo. As referidas escolas albergam um total de 24 turmas da 7ª classe do 1º ciclo do ensino secundário, essas escolas desenvolvem aulas noutras classes e níveis de ensino já que elas têm a designação de complexos escolares e uma única de colégio.

Procedimentos

No intuito de valorizar as opiniões dos alunos e professores de Geografia sobre a forma como se desenvolve o processo de ensino e aprendizagem na disciplina de Geografia nestas escolas, concretamente nos conteúdos de orientação ou representação cartográficas, de formas a dar maior solidez e eficácia na nossa investigação, foram seleccionados todos os professores de Geografia; os alunos foram seleccionados de forma aleatória com base em todos números primos e ímpares ou seja fazendo variar os números em todas turmas das classes em referência nas escolas em estudo fazendo com que a amostra fosse representativa por turmas pelas quais os professores de Geografia desenvolvem a sua actividade docente, este procedimento permitiu aferir de forma concreta, como tem sido leccionadas as aulas de Geografia nas temáticas referenciadas.

Trata-se de uma pesquisa descritiva com a abordagem metodológica mista (qualitativa e quantitativa).

A metodologia utilizada para esta pesquisa baseou-se em uma análise documental (Programa da disciplina e a dosificação quinzenal), aplicação de inquéritos/questionários aos professores de Geografia e aos alunos; entrevistas às direcções das escolas. Os inquéritos/questionários permitiram que os professores e alunos respondessem de forma clara sobre o processo de ensino-aprendizagem dos conteúdos relacionados com a representação geográfica e cartográfica.

O questionário continha perguntas abertas e fechadas sobre a forma como desenvolvem as suas aulas de geografia e de que materiais didácticos se têm socorrido para tornar as suas aprendizagens mais significativas. Buscou-se identificar que formação têm os professores que actuam na área de geografia bem como analisar os principais desafios enfrentados por eles para que possam dar uma boa aula de geografia no que se refere aos conteúdos que trabalham os fundamentos da cartografia.

As entrevistas ao corpo directivo de cada escola serviu para aferir o nível de preparação dos professores e as condições que as mesmas têm proporcionado aos



professores para o desenvolvimento das suas tarefas lectivas por formas a garantir uma aprendizagem activa e participativa ao ministrar os conteúdos que têm a ver com as noções básicas de cartografia ou orientação no espaço.

ANÁLISE E INTERPRETAÇÃO DOS RESULTADOS

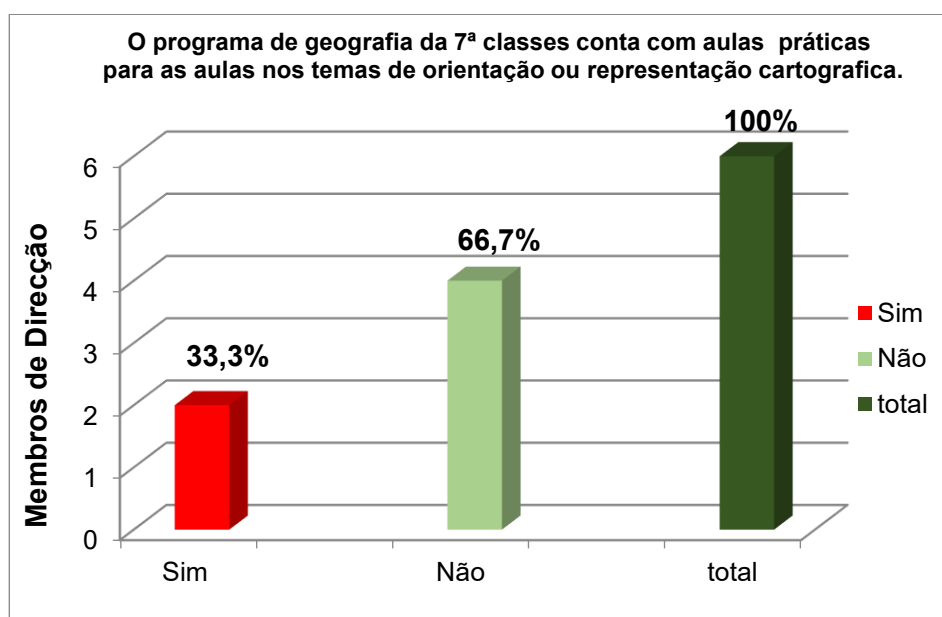
Este capítulo centra-se na análise e interpretação dos resultados obtidos por meio de instrumentos utilizados na recolha de dados ou informações relacionadas com o tema em estudo, que são a entrevista e inquéritos dirigido ao corpo directivo, professores e alunos em algumas escolas do município de Porto Amboim concretamente na disciplina de geografia no que têm a ver com o desenvolvimento de habilidades no ensino dos conteúdos de orientação cartográfica ou noções básicas de cartografia na 7ª classe.

Resultado da entrevista dirigida ao Corpo directivo das Escolas seleccionadas (A-B e C) do município de Porto Amboim

Pretendeu-se com esta entrevista aferir o nível de desenvolvimento do processo de ensino-aprendizagem na disciplina de geografia, concretamente no estudo dos conteúdos que têm a ver com orientação e representação cartográfica ou orientação no espaço, na 7ª classe em algumas escolas do município de Porto Amboim.

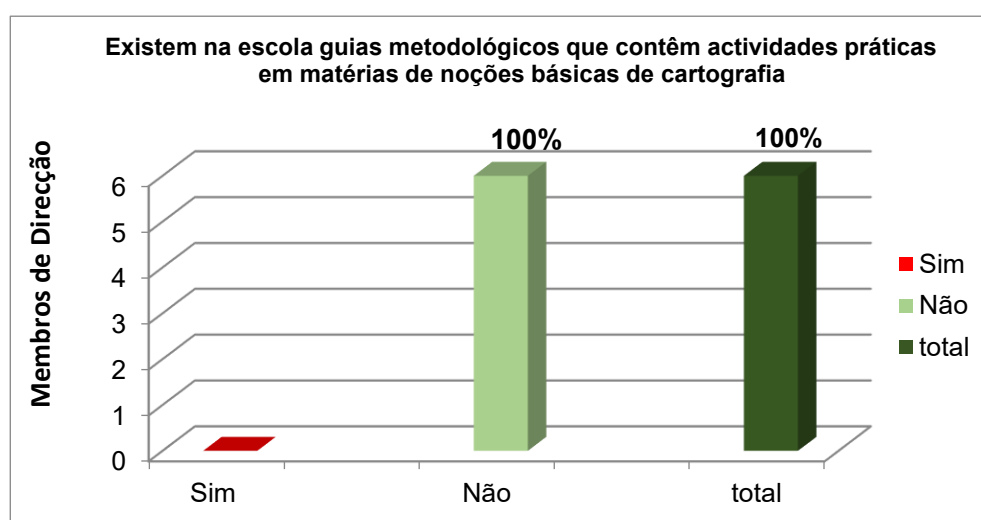
Aos dirigentes destas instituições de ensino foi indagado se os programas de Geografia da 7ª classe, contam com aulas práticas lectivas para o desenvolvimento dos conteúdos de representação cartográfica. Conforme indicado no gráfico nº1, 4 que representam 66,7% dos 6 entrevistados afirmaram que o referido programa não tem na sua distribuição lectiva tempo ou reservas de horas para que os professores possam trabalhar a componente prática dos conteúdos aprendidos. Esta situação tem levado os alunos a submeterem-se apenas a aprendizagem teórica, tirando a possibilidade de estes relacionarem os conhecimentos aprendidos à prática. Compulsando o programa constata-se que existem horas de reserva que de uma forma racional poderiam facilitar a gestão pedagógica das escolas em referência, recomendar aos professores o uso delas para as aulas práticas, o que permitiria a consolidação dos conhecimentos.



Gráfico 1 – Resultado da Pergunta sobre o programa de geografia da 7ª classe

Fonte: Elaborado pelos autores (2022)

No concernente a existência de guias metodológicos que ajudam no desenvolvimento de actividades práticas para facilitar processo de ensino e aprendizagem dos alunos, como apresenta o gráfico nº 2 os 6 dirigentes entrevistados que correspondem a 100% , foram unânimes em afirmar que as escolas em estudo não possuem tal instrutivo pedagógico, tanto que ao longo do processo de ensino os professores não conseguem realizar actividades didácticas práticas para elevar o nível de compreensão dos conteúdos principalmente de orientação cartográfica por parte dos alunos ficando assim em falta esta componente na aprendizagem dos mesmos.

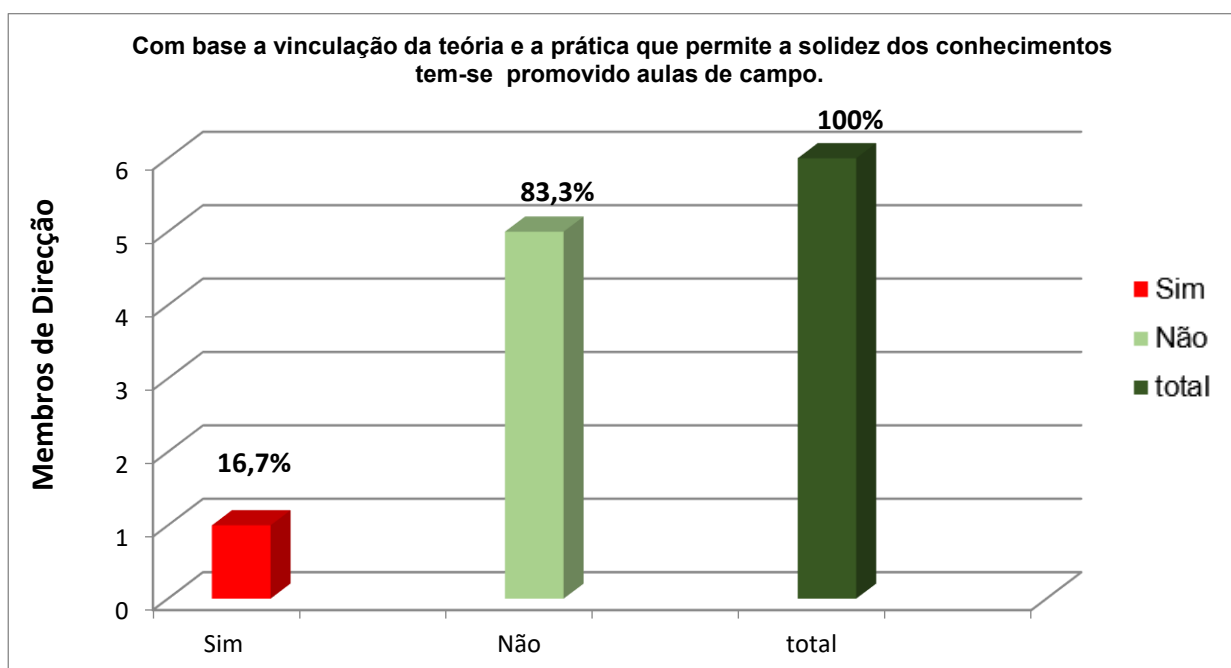
Gráfico 2 – Resultado da Pergunta sobre a existência de guias metodológicos

Fonte: Elaborado pelos autores (2022)



Sobre a vinculação dos conhecimentos teóricos com a prática por parte dos professores, através da realização de aulas de campo, representado no gráfico nº 3, 5 dos entrevistados que representam 83,3 % disseram que poucas vezes, ou mesmo nunca, a nível das escolas se promoveram aulas de campo, situação que compromete a solidez dos conhecimentos adquiridos ao longo das aulas teóricas, visto que acções deste tipo elevam o nível de desenvolvimento de habilidades cartográficas dos alunos consequentemente dos próprios professores.

Gráfico 3 – Resultado da Pergunta sobre a vinculação dos conhecimentos teóricos com a prática



Fonte: Elaborado pelos autores (2022)

Resultados do inquérito dirigido aos Professores de Geografia das Escolas Seleccionadas (A-B e C) município de Porto Amboim.

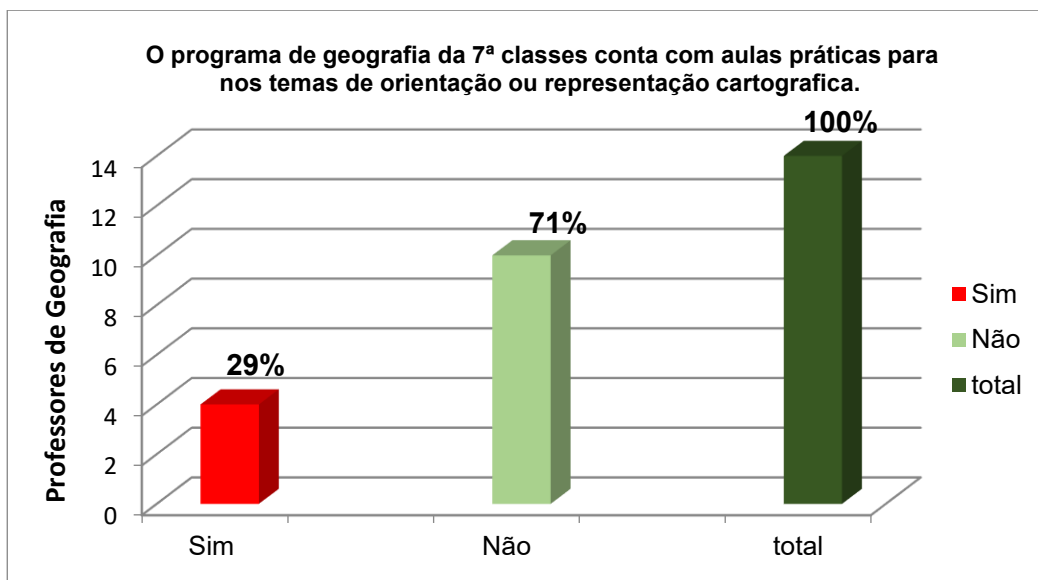
Pretendeu-se com este inquérito valorizar as opiniões dos professores sobre a forma como desenvolvem o processo de ensino-aprendizagem na disciplina de geografia, concretamente no estudo dos conteúdos que têm a ver com orientação ou representação cartográfica ou orientação no espaço, na 7ª classe.

De acordo com os resultados obtidos, dos 14 professores inquiridos ao longo da nossa investigação (ver graf. Nº 6), 10 que representam 71% afirmaram que o programa da 7ª classe na disciplina de geografia na sua programação de conteúdos ou seja na distribuição lectiva de tempos não contempla aulas práticas de campo, concretamente



naqueles conteúdos de difícil compreensão, tornando desta forma o processo de ensino sem a componente prática lectiva, situação que dificulta a aprendizagem, visto que esta componente é deveras importante para a solidificação dos conhecimentos adquiridos de forma teórica.

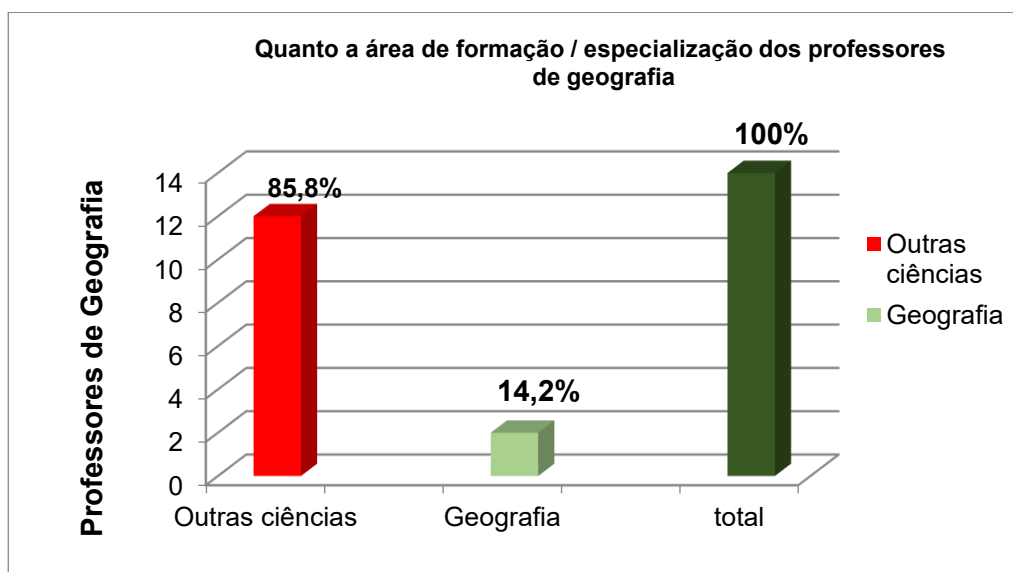
Gráfico 4 – Resultado da Pergunta sobre o programa da 7ª classe



Fonte: Elaborado pelos autores (2022)

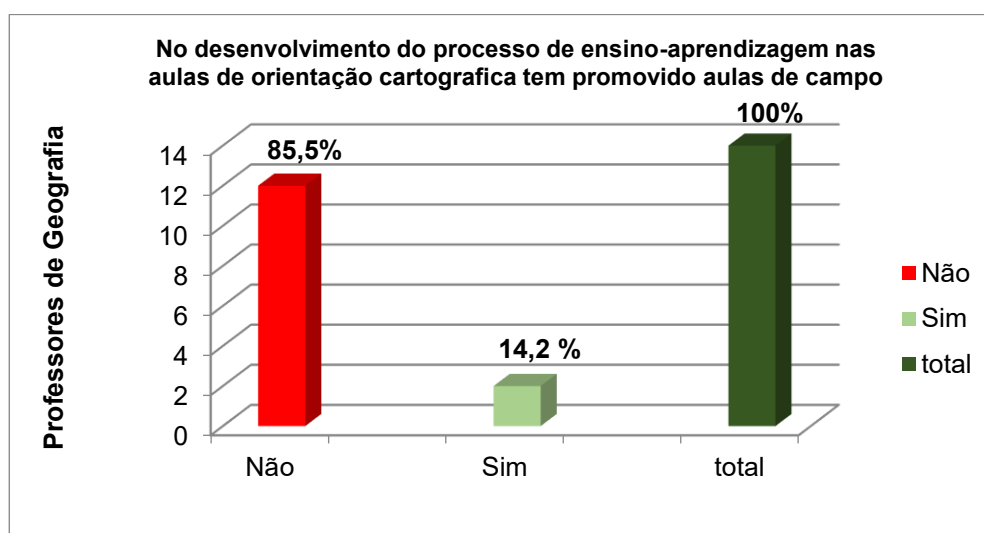
Quanto a área de formação / especialização dos professores que leccionam a disciplina de geografia, a realidade mostrou que dos 14 professores como demonstra o gráfico nº 7, 12 que representam 85,8% não possuem a formação na área, apenas 2 o que representam 14,2% dos professores possuem a formação em ciências da educação na especialidade de ensino da geografia, situação que leva as direcções destas escolas a recorrerem ou optarem em colocar para o ensino desta disciplina professores com outras formações, o que torna muitas vezes, o processo de aprendizagem desta disciplina menos eficaz principalmente nos conteúdos que requerem competências específicas de geografia.



Gráfico 5 – Resultado da Pergunta sobre a área de formação / especialização dos professores

Fonte: Elaborado pelos autores (2022)

Perguntamos aos professores se ao longo das suas aulas no desenvolvimento do processo de ensino-aprendizagem nos conteúdos de orientação cartográfica os mesmos têm promovido aulas práticas, conforme o gráfico nº 8, 12 destes que perfazem 85,8 % disseram que não realizam por não encontrarem tempo na sua programação ou planificação. Esta situação pode tornar o ensino menos significativo e dinâmico, visto que desta forma existe uma contrariedade com o princípio didático que é o de vincular os conhecimentos teóricos com a prática.

Gráfico 6 – Resultado da Pergunta sobre o desenvolvimento do processo de ensino-aprendizagem nos conteúdos de orientação cartográfica

Fonte: Elaborado pelos autores (2022)



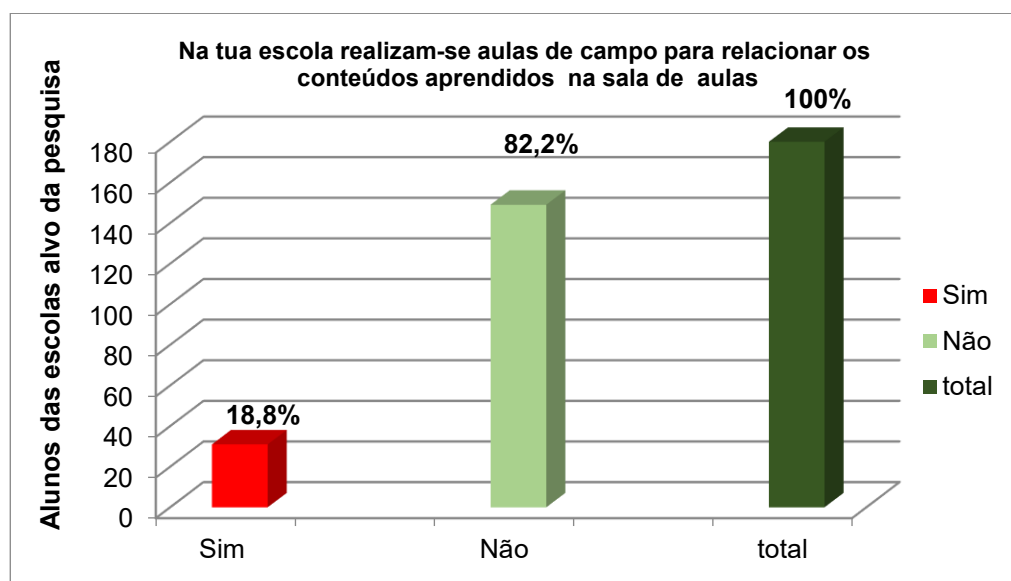
Sobre a disponibilidade ou uso de meios de ensino para o desenvolvimento de aulas de orientação cartográfica de forma condigna (ver graf. nº 9), 10 professores o que representa 71% afirmaram que não usam nenhum meio de ensino que permita que eles desenvolvam o processo de ensino eficaz, apenas 4 que perfazem 29% disseram que usam mapas que muitas vezes não estudam a temática em causa, factor que não facilita o desenvolvimento de habilidades cartográficas, visto que as escolas não dispõem de instrumentos cartográficos, recorrendo assim ao trabalho apenas com o livro que nem todos também possuem.

Resultado do inquérito dirigido aos alunos das Escolas A-B e C do município de Porto Amboim

Pretendeu-se com este inquérito valorizar as opiniões dos alunos sobre a forma como se desenvolve o processo de ensino-aprendizagem na disciplina de geografia, concretamente no estudo dos conteúdos que têm a ver com orientação cartográfica na 7ª classe.

No gráfico nº 11 os resultados indicam que dos 180 alunos inqueridos das escolas seleccionadas, 149 que correspondem a 82,2% responderam que nas suas escolas não se realizam aulas práticas de campo nos conteúdos de orientação cartográfica ou noções básicas de cartografia, para relacionar os conteúdos aprendidos na sala de aula, factor que fragiliza os alunos em termos de desenvolvimento de habilidades cartográficas bem como a sua orientação no espaço que os rodeia.

Gráfico 7 – Resultado da Pergunta sobre realização de aulas práticas de campo

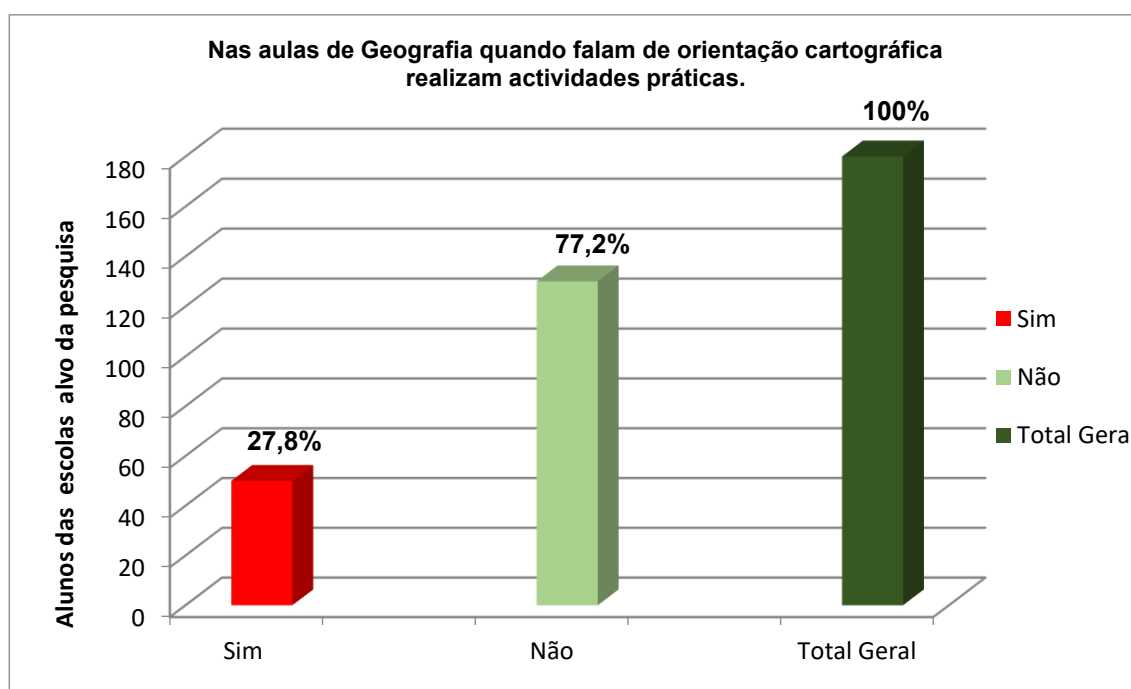


Fonte: Elaborado pelos autores (2022)



Quanto à programação de actividades práticas para facilitar a compreensão dos conteúdos de orientação no espaço pelos professores das referidas escolas como ilustra o gráfico nº 12, 130 alunos que prefazem 77, 2% disseram que não há programação de actividades do género, situação que torna os alunos fracos em termos do domínio de matérias que têm a ver com a orientação espacial, visto que as aulas têm sido apenas ministradas de forma teórica.

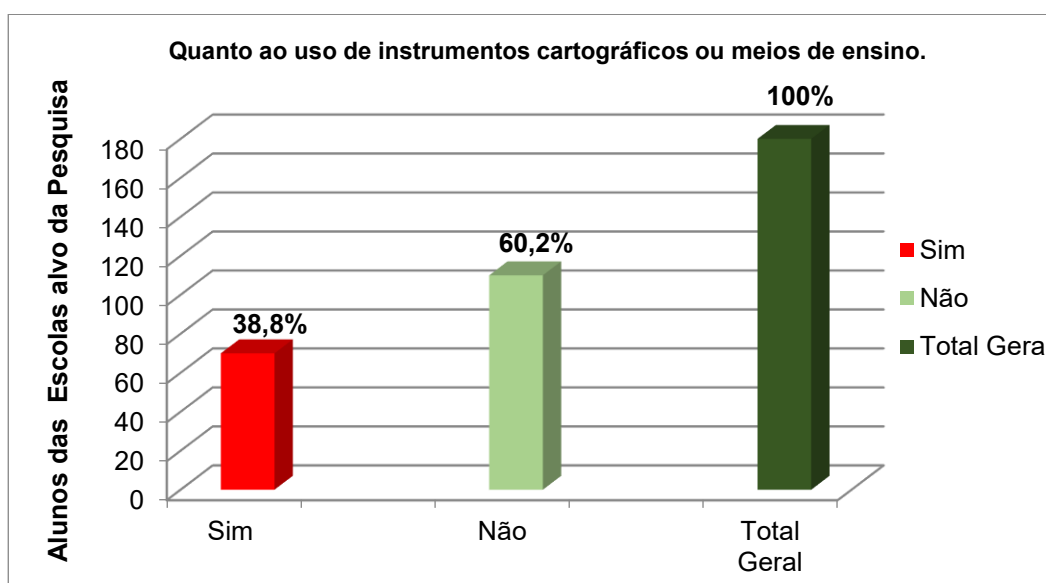
Gráfico 8 – Resultado da Pergunta sobre a programação de actividades práticas



Fonte: Elaborado pelos autores (2022)

No que se refere ao uso de instrumentos cartográficos ou meios de ensino que ajudam na compreensão e assimilação dos conteúdos, o gráfico nº 13 ilustra que, 110 destes que correspondem á 60,2 % dos inqueridos, afirmaram que os professores ao longo das aulas, para além dos livros e mapas que nem sempre abordam o tema em estudo, utilizam outros instrumentos didácticos para facilitar a aprendizagem e outros até não se fazem acompanhar de nenhum meio de ensino, apoiando-se apenas no livro, situação que torna o processo de ensino menos atractivo e dinâmico.



Gráfico 9 – Resultado da Pergunta sobre o uso de instrumentos cartográficos

Fonte: Elaborado pelos autores (2022)

Questionados se para além da figura Rosa-Dos-Ventos o professor ensina outras formas de orientação no espaço (vide gráfico 14), 120 alunos que totalizam 66,7 % foram unânimes em afirmar que poucas vezes os professores nas suas aulas apresentam as outras formas de se orientar no espaço, situação que torna os alunos limitados na orientação no espaço porque pouco ou nada sabem sobre as várias formas de orientação no espaço.

Actividades práticas para intervenção pedagógica, que possam contribuir na melhoria do ensino da orientação cartográfica na disciplina de geografia na 7ª classe

O conjunto de Actividades práticas – metodológicas que nos propusemos apresentar é baseada na pedagogia Waldorf, Lanz, R. (2005) e sustentado de trabalhos de Almeida, R. D.; PASSINI, Elza Y. (1991); Cavalcanti, L. (2002); Castrogiovanni, A. C. (2003); Camila de Freitas, C. (2011) e Luis, A. B. V. (2011), apud Manico, E. F. (2021) e será um instrumento muito importante para o desenvolvimento de habilidades nos alunos, no processo de ensino-aprendizagem da disciplina de geografia concretamente nos conteúdos de orientação cartográfica, coordenadas geográficas e estudos de Escalas na 7ª classe em algumas escolas do município de Porto Amboim e não só.

Os problemas enfrentados no ensino de geografia, bem como no ensino dos conteúdos de cartografia em Angola, estão quase todos ligados a uma associação à



técnicas tradicionais, com grande destaque para o uso do livro didático, como o único elemento central do processo de ensino.

Como é referenciado por Manico F. A. (2021) a orientação pela observação visual da posição do sol, Orientação pelo Ponteiro do relógio, Orientação pela técnica da sombra de uma estaca vertical, Orientação pela bússola e a Orientação pelo GPS (Sistema de posicionamento Global), podem de forma prática serem aprendidas através da:

- **A aplicação do jogo didáticos:** Descobrindo a escala: O jogo baseado no conteúdo escala cartográfica, Tesouro perdido: foi pensado para contemplar questões de orientação cartográfica, Batalha geográfica: busca contemplar as dificuldades no conteúdo de “coordenadas geográficas.
- **Uso da técnica de modelagem:** Construção de bússolas e esquema de orientação pelo sol. Após as abordagens do conteúdo, os alunos podem ser incentivados a construir os instrumentos. Coordenadas geográficas: o conteúdo evidencia o conhecimento das coordenadas geográficas, paralelos, meridianos, latitudes e longitudes, bem como sua importância na determinação da localização geográfica de lugares e objectos.

CONSIDERAÇÕES FINAIS

A Geografia como ciência abarca um conjunto de conhecimentos que estão presentes no cotidiano das pessoas. A sua relevância pode ser notada em diversas actividades que envolvam a vivência do espaço ocupado, através de diversas relações exercidas pelos vários sujeitos e no deslocamento espacial realizado pelas pessoas.

Para realizar o ensino de Geografia de forma eficaz na escola é preciso uma abordagem dos conteúdos curriculares que contemplem tanto a compreensão da dimensão socioespacial do indivíduo, quanto à caracterização do espaço físico habitado por ele.

Assim o estudo cartográfico além de servir como ferramenta para o melhor entendimento dos conteúdos, viabiliza o desenvolvimento da leitura e interpretação de mapas, ferramentas fundamentais para que o aluno compreenda a distribuição e organização dos espaços que fazem parte da realidade vivenciada, contribuindo para o desenvolvimento de habilidades relativas à representação espacial.

Por ultimo apresentamos uma metodologia investigativa para o ensino da orientação cartográfica usando instrumentos ou recursos próprios para processo de ensino-aprendizagem de Geografia, através de um conjunto de actividades práticas apresentado



neste estudo poderia ser um instrumento fundamental para a realização exitosa das aulas de geografia na 7ª classe nas escolas em estudo e não só.

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Artigo recebido em: 20 de novembro de 2021.

Aceito para publicação em: 15 de dezembro de 2021.

Manuscript received on: November 20, 2021

Accepted for publication on: December 15, 2021



ORIGINAL

Recibido: 14/04/2020 | Aceptado: 12/08/2020

Curso de agregação pedagógica, módulo de tecnologias.

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Resumo

As Tecnologias da Informação e a Comunicação (TICs) jogam um papel revolucionário na sociedade e na escola; trazem consigo mudanças nas formas de relacionar-se, actuar, pensar, dialogar, trocar informações e experiências e produzir conhecimento. O Instituto Superior Politécnico de Porto Amboim (ISUP), da Província Cuanza Sul, Angola em seu programa de formação contínua dos professores; planeou um curso de formação nas TICs para os docentes desta instituição de ensino superior; com o fim de incentivar a evolução do pensamento crítico e a capacidade de inovação e colaboração dos professores, para o desenvolvimento de suas actividades docentes mediante o uso das TICs. As medidas higiénicas sanitárias adoptadas pela República de Angola para enfrentar a propagação do COVID-19 reforçaram a necessidade da execução do curso de formação para poder continuar com o objecto social do ISUP mediante a educação a distância. Foi realizado um diagnostico a 52 docentes, que mostrou um baixo índice de uso das TICs pelos mesmos em sua prática pedagógica, entre os quais destacam-se 23% do uso de plataformas digitais; deste resultado só 4% tenham domínio do Moodle. O curso foi



ministrado em um período de 15 dias, e segundo a avaliação das tarefas, como componente prático foram capacitados no uso das TICs os cursistas. A resposta do inquérito aplicado ao finalizar o curso mostrou que foram alcançados os objetivos do mesmo.

Abstract

Information and Communication Technologies (ICTs) play a revolutionary role in society and at school; they bring changes in the ways of relating, acting, thinking, dialoguing, exchanging information and experiences and producing knowledge. The Higher Polytechnic Institute of Porto Amboim (ISUP), from the Cuanza Sul Province, Angola, in its program for the continuous training of teachers; planned a training course in ICTs for the teachers of this institution; in order to encourage the evolution of critical thinking and the capacity for innovation and collaboration of teachers, for the development of their teaching activities through the use of ICTs. The hygienic sanitary measures adopted by the Republic of Angola to face the spread of COVID-19 reinforced the need to carry out the training course in order to be able to continue with the social object of ISUP through distance education. A diagnostic was applied to 52 teachers, which showed a low rate of use of ICT by them in their pedagogical practice, among which 23% of the use of digital platforms stand out; of this result, only 4% have mastered Moodle. The course was given over a period of 15 days, and according to the assessment of the tasks, the course participants were trained in the use of ICTs. The response of the survey applied at the end of the course showed that the objectives of the course were achieved.

Palavras chave: tic; formação; docentes; ensino superior; educação a distância.

Keywords: ict; formation; teachers; university education; distance education.



Introdução

O surgimento da Internet mudou a forma de interagir as sociedades, entre as quais situa-se a académica. O professor do século XXI tem que adaptar-se ao contexto histórico socio cultural onde ministra suas aulas. A formação contínua do docente ajuda a aprimorar, actualizar e adquirir os conhecimentos e habilidades para incorporar as novas metodologias ao processo de Ensino-Aprendizagem (PEA).

Autores como Lévy (1992), Almeida (2001), Martins (2009), Fernandes (2013) e outros abordam o papel da Tecnologia da Informação e a Comunicação (TIC) na sociedade e na escola, seu impacto na mudança das formas de relacionar-se, actuar, pensar, dialogar, trocar informações e experiências e produzir conhecimento, também sobre a mudança no processo de Ensino-Aprendizagem, criando novos cenários educativos.

Segundo Moore e Kearsley (2007) as mudanças no ensino são abordadas como uma Revolução Copernicana, onde o escola e professores tenham-se visto como centro do PEA; no moderno cenário os estudantes não precisam estar na instituição de ensino, nem com o professor como figura líder, pois com as TICs o docente torna-se um elemento mais do PEA e adopta um rol de facilitador; neste novo contexto o estudante mediante o uso das TICs torna-se auto-regulador de sua aprendizagem.

Para Brandão (2008) a sociedade exige um novo perfil de educação, que forme indivíduos criativos, capazes de entender e relacionar conhecimentos, assumir responsabilidades e trabalhar em equipes cooperativas. Também que tenham capacidades para auto-aprendizagem, resolução de problemas, adaptabilidade e flexibilidade frente a novas tarefas.

O Instituto Superior Politécnico de Porto Amboim (ISUP) da província Cuanza Sul, Angola, aplicou um diagnóstico para determinar o grau de conhecimento e uso das TICs pelos docentes



em suas práticas pedagógicas, os resultados mostraram baixos índices do uso das TICs pelos professores para interagir com seus estudantes, esta resposta suportou o planeamento do curso de Formação nas Tecnologias da Informação e a Comunicação para Docentes do Ensino Superior.

No contexto histórico sociocultural actual, onde a pandemia do COVID-19 obriga a sociedade universal a tomar medidas higiénico sanitárias e continuar o curso normal da vida, o ISUP adoptou medidas para facilitar a seus estudantes o acesso aos conteúdos digitais mediante as TICs. Foi parametrizada a plataforma virtual da instituição apoiados no uso de Moodle.

O Ministério do Ensino Superior, Ciência, Tecnologia e Inovação (2020) mediante o Decreto Executivo 02/20, decreta a suspensão das actividades lectivas como uma medida adicional para evitar a propagação eventual da pandemia COVID-19. Orientou-se que durante o período de suspensão das actividades lectivas, os estudantes deviam realizar trabalhos académicos determinados pelas instituições do ensino superior.

Um estudo realizado por Valencia, Serna, Ochoa, Caicedo, Montes e Chávez (2016) com a colaboração da UNESCO mostrou que as competências de planeamento, implementação e avaliação de espaços educativos significativos apoiados nas TICs, devem ser privilegiados pelo professor; o curso teve em conta desenvolver estas habilidades, para que os docentes sejam capazes de adaptar-se ao novo contexto.

Apresenta-se um programa com o nome “Curso de Formação nas Tecnologias da Informação e a Comunicação para Docentes do Ensino Superior” elaborado com o fim de incentivar a evolução do pensamento crítico e a capacidade de inovação e colaboração dos professores, para o desenvolvimento de suas actividades docentes mediante o uso das TICs. A execução do mesmo capacitou aos cursistas de um conjunto de ferramentas TICs, para incorporar seu uso nas práticas pedagógicas e apoiar a Educação a Distância (ED).



Além disso mostram-se os indicadores de participação dos professores do ISUP no curso, assim como suas opiniões sobre os conteúdos ministrados e os temas nos quais eles precisam aprofundar seus conhecimentos.

População e Amostra

A investigação realizada no ISUP, na província do Cuanza Sul; Angola, no mês de Junho de 2020; classifica-se como exploratória dentro do contexto do paradigma qualitativo. A população alvo (tabela 1) do estudo corresponde á totalidade do pessoal docente (monitores, docentes efectivos e colaboradores) que trabalham no ISUP 73 em total. Os monitores são estudantes da instituição que tem uma média geral por acima de 14 de um máximo de 20 valores, e cursam como mínimo um ano superior do que estão a ministrar aulas; os professores colaboradores tem outro trabalho principal e colaboram com o centro de ensino no tempo livre e os professores efectivos estão contratados para trabalhar o 100% de seu tempo para o politécnico, os mesmos dedicam-se de forma exclusiva na labor como docentes.

Amostra correspondeu-se com 71,2% da população. O diagnóstico, foi aplicado mediante o uso da Internet, para garantir manter as distancia com os professores, como medida de cumprimento adoptada pela instituição para evitar a propagação da COVID-19. O mesmo tenha como fim, estimar os níveis dos conhecimentos no uso das TICs pelos professores, nas práticas pedagógicas.



Tabela 1
População e Amostra.

Estrato	População	Amostra	Percentagem (%)	
			Estrato	Total
Monitores	7	7	100,0	9,6
Colaboradores	31	26	83,9	35,6
Efectivos	35	19	54,3	26,0
Total	73	52	71,2	71,2

Os métodos teóricos empregados foram:

Analítico-sintético: Foi utilizado para analisar a bibliografia e sintetizar os estudos já realizados, assim como para caracterizar o estado antes e depois do curso do uso das TICs pelos professores do ISUP. *Sistémico*: Serviu para a elaboração e execução do Curso de Formação nas Tecnologias da Informação e a Comunicação para Docentes do Ensino Superior. *Indutivo-Dedutivo*: Empregou-se durante o planeamento do curso na fase de análise bibliográfica.

O método de nível empírico utilizado foi o uso dos *Inquéritos por questionários*: Para conhecer os níveis de conhecimento e uso das TICs dos monitores e professores antes e depois do curso nas práticas pedagógicas.

O método matemático estatístico aplicado foi o *Descritivo*: para o processamento, análise e síntese da situação apresentada pelos professores no uso das TICs.

Resultados e Discussão

Nesta secção analisa-se os resultados, do diagnóstico realizado para o levantamento prévio dos níveis de conhecimento e uso das TICs pelos professores do ISUP, o planeamento do curso, resultados do inquérito aplicado ao finalizar o curso, as opiniões dos participantes, e a discussão dos resultados.



Foi aplicado um inquérito para estimar os níveis dos conhecimentos no uso das TICs pelos professores do ISUP, nas práticas pedagógicas os dados obtidos mostram 19% dos professores não tem domínio no uso do computador e 81% (tabela 2) declara ter domínio com a classificação a seguir: 58% Suficiente, 19% Bom, 4% Muito Bom.

Tabela 2
Domínio do uso do Computador.

Abs.	%	Aspectos
30	58	a) Suficiente
10	19	b) Bom
2	4	c) Muito Bom

Entre os resultados encontrados observou-se que não era preciso abordar os tópicos elementares da informática e o programa foi executado com uma estratégia acadêmica, investigativo e laboral. Focalizado para desenvolver nos professores, habilidades e destrezas para elaboração padronizada de materiais didáticos, que visam a utilizar-se como suporte das TICs na plataforma digital do ISUP, e responder a necessidade das aulas de educação semi-presencial e ED.

Sobre o uso de telefone 73% declaram ter utilizado o mesmo com fins docentes (tabela 3) deles 42% utiliza o e-mail como ferramenta de trabalho, 73% nas redes sociais, 31% para editar documentos, 50% na procura de informação na Internet e 12% refere-se a ter experiências no uso de vídeo conferência.



Tabela 3
Uso de Telefone com Fins Docentes.

Abs.	%	Aspectos
22	42	Correio Electrónico
38	73	Redes Sociais
16	31	Edição de documentos
26	50	Procurar por Internet
6	12	Vídeo conferência

Sobre o uso das plataformas digitais 77% não tenham usado as mesmas, entanto 23% declara ter domínio das mesmas com a distribuição a seguir (tabela 4): 19% tem prática no Google Classroom, 4% em Moodle e 0% outras plataformas.

Tabela 4
Uso das Plataformas Digitais com Fins Docentes.

Abs.	%	Aspectos
10	19	Google Classroom
2	4	Moodle
0	0	Outras

Para dar cumprimento ao carácter educativo e flexível deste curso; abriu-se a possibilidade que os professores declararam, que conhecimentos ou habilidades precisavam de adquirir; os resultados mostram-se a seguir na figura 1.



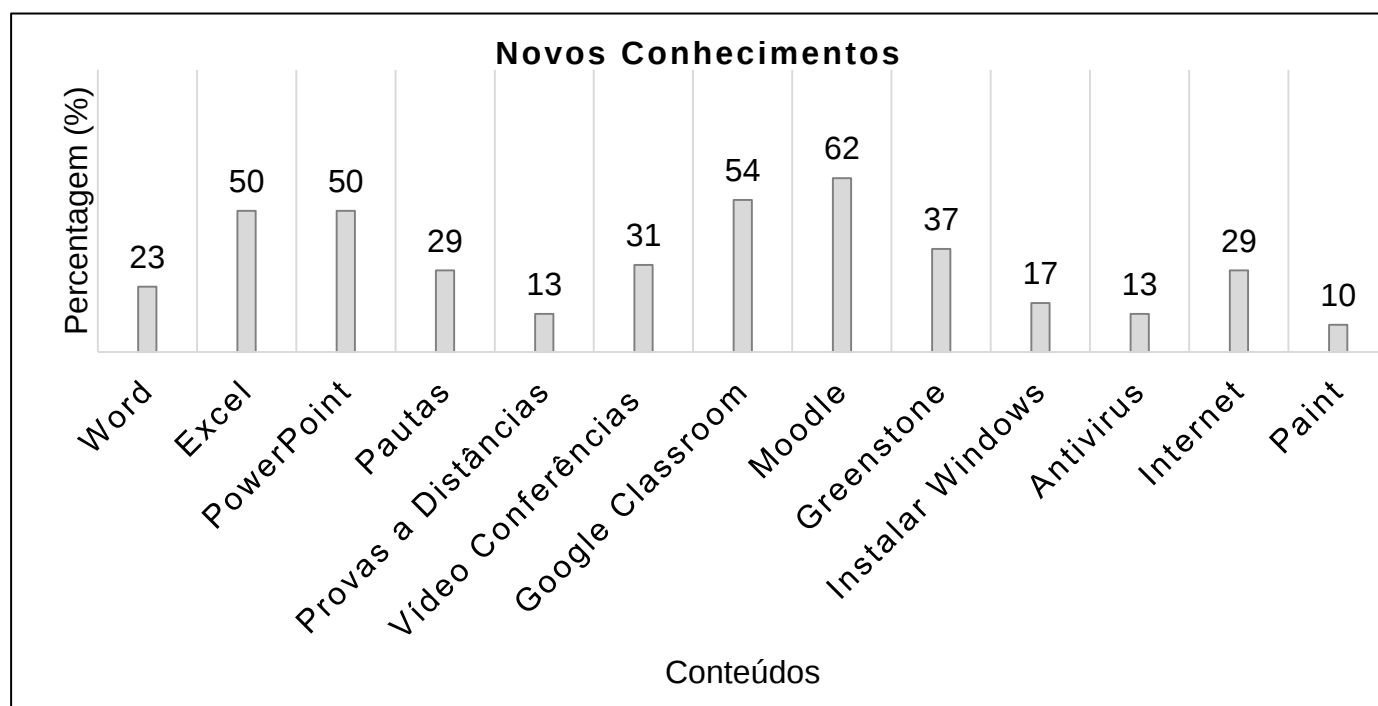


Figura 1. Conteúdos Solicitados Pelos Professores.

Os professores estão conscientes da necessidade de conhecer o uso das plataformas digitais (62% Moodle, 54% Google Classroom, 37% GreenStone), no caso das ferramentas de office (50% PowerPoint e Excel, 23% refere-se ao Word), no uso da Internet (31% Vídeo Conferências, 29% procura da informação, 13% mostra interesse na aplicação das provas a distância), outros interesses (29% trabalho com pautas (registro electrónico de valores), 17% deseja desenvolver habilidades na instalação do Windows e 10% fala de aprimorar as destrezas em Paint).

Programa do Curso:

Baseado no diagnóstico das habilidades incorporadas e requeridas por parte dos professores para cumprir com o objectivo do curso, implementou-se o programa a seguir (tabela 5):



Tabela 5
Programa do Curso de Formação nas Tecnologias da Informação e a Comunicação para Docentes do Ensino Superior.

No.	Temas	Objectivos
1	Introdução as TICs	Familiarizar ao professor no uso das Tecnologias da informação e a comunicação para sua incorporação na prática docente.
2	Microsoft Word (Avançado)	Criar materiais didácticos mediante o uso do Microsoft Word para sua incorporação na prática educativa.
3	Microsoft PowerPoint (Avançado)	Fortalecer as habilidades do professor na elaboração de materiais didácticos com carácter de multimédia mediante o uso do PowerPoint para sua incorporação na prática educativa.
4	Conectividade Aulas Virtuais	Desenvolver as habilidades do professor e destrezas na criação de grupos e salas virtuais mediante o uso das TICs para sua incorporação no processo de ensino-aprendizagem.
5	Plataforma Digital	Desenvolver as habilidades do professor na organização e facilitação dos materiais didácticos mediante a plataforma digital do ISUP (Moodle) para sua interacção com os estudantes a distância.



O tempo de execução do curso foi de 15 dias com uma distribuição de 20 encontros dos quais 12 foram presenciais e 8 não presenciais, com um total de 80 h que corresponderam com 20 h teóricas e 60 h práticas (tabela 6).

Tabela 6
Distribuição de Tempo por Tema.

Tema	Tempo (h)	Encontros			Horas	
		Total	Presenciais	Não Presenciais	Teóricas	Práticas
1	4	1	1	0	4	0
2	12	3	2	1	2	10
3	12	3	2	1	2	10
4	12	3	2	1	2	10
5	40	10	5	5	10	30
Total	80	20	12	8	20	60

A bibliografia seleccionada para elaborar o curso foi vasta, mostra-se as que foram citadas no curso:

Brandão A. L. (2008) *Introdução à Educação a Distância*

Belloni, M. L. (2002). *Ensaio sobre a educação a distância no brasil*,

<https://doi.org/10.1590/S0101-733020020002000008>

Capron, H.L., & Johnson, J.A. (2004). *Introdução à Informática (8ª ed.)*. São Paulo: Pearson Prentice Hall.

Correa R. L. & Santos J. G. (2013). *A Importância da Tecnologia da Informação e Comunicação (TIC) na Educação a Distância (EAD) do Ensino Superior (IES)*.



Gamboa, A. M. (2020). *Conferências das Aulas do Curso Informática na Óptica de Utilizador, Porto Amboim, ISUP.*

Ramalho, J.A. A. (2001). *Introdução à Informática – Teoria e Prática. Editora Berkeley.*

Marcelo, C. (2001): *Função docente: novas demanda para velhos propósitos.*

Santos, A.A. (2003). *Informática na empresa (3 ed.). São Paulo: Atlas.*

Pereira D. M. & Santos G. S. (2011). *As Tecnologias de Informação e Comunicação (TICs) como aliadas para o desenvolvimento.*

Quintero M. A. (2002). *Introdução na computação. Merida.*

Participação dos Professores:

O curso contou com a presença da totalidade dos professores do ISUP, com um 93,4% de assistência, no caso da elaboração e entrega das tarefas, 58% dos cursistas entregaram em tempo as mesmas.

Ao finalizar o curso foi aplicado um inquérito aos professores e os resultados são mostrado de forma resumida a seguir.

No tema de Introdução as TICs, 100% dos docentes declaram que acharam interessante, pelo contexto actual onde deve-se manter o distanciamento social provocado pela pandemia da COVID-19 desta forma se contribui a garantir as medidas higienicos sanitarias que o governo de Angola esta a implementar, o tema de PowerPoint também contou com o 100% da aceitação. No caso dos conteúdos do tema Word, 70% dos cursistas, encontraram-lhe como interessante, 10% preferiu o tema das Referências Bibliográficas, 10% os temas de Quebra Secção e Numeração e o resto o tema de Sumário. Os temas de Conectividade e Aulas virtuais foram classificados como inovadores. No caso do tema Moodle o 75% declara ter adquiridos Boa Destreza e 14%



suficiente e 11% reconhece ter dificuldades para utilizar a plataforma. Além disso 100% afirmou que o curso conseguiu; incentivar a evolução do pensamento crítico e a capacidade de inovação e colaboração dos professores, para o desenvolvimento de suas actividades docentes mediante o uso das TICs; pelo qual concluiu-se que o objectivo Geral do curso foi alcançado.

Por último os cursistas expressaram suas opiniões de forma aberta, as mesmas são mostradas a seguir com a estrutura de Positivo, Negativo, Interessante (PNI). Foram excluídas as opiniões de felicitações e agradecimentos para os professores que ministraram o curso:

Positivo:

- Todo o que novo é bom, porque o professor tem que estar pronto a aprender todos os dias.
- O curso foi muito bom.
- O curso foi ministrado com muita sabedoria e vai facilitar as actividades lectivas e académicas.
- Todos os conteúdos ministrados, são de grande valia, para o professor que se deseja no Século XXI. O objectivo deste módulo foi cumprido.
- O curso foi muito positivo actualizaram-se e se aprenderam novos conhecimentos das TICs. Muito oportuno.
- O curso tem muitas vantagens para o momento actual em que vivemos hoje de confinamento social, só se tem que fazer as práticas em casa e demonstrar as habilidades para com os estudantes.
- O curso foi proveitoso. Se conseguiram alcançar os objectivos e notou-se por partes dos colegas, o interesse pelos temas.
- Foi muito bom ter este curso.



- O curso é muito útil. Permitirá uma interacção positiva (Agora que existe o distanciamento social) com os estudantes. Aprender é sempre algo muito importante para a formação dos docentes.
- O curso em questão, enquadra-se no âmbito de Formação Contínua dos profissionais de uma instituição que se quer actual, com pés bem firmes na busca do desenvolvimento académico. É importante que os professores estejam munidos de ferramentas eficazes, para a leccionação de suas aulas, em tempos de pandemia. Logo as TICs surgem como um importante meio de trabalho, mesmo estando a distância.
- Este curso se enquadra no contexto actual, só formando os seus quadros é que as empresas poderão viver neste ambiente difícil, que estamos quer a nível financeiro quer de mercado em si próprio, por isso esta formação esta a ser como treinamento.

Negativo:

- É preciso que a instituição tenha em conta que os gastos de comunicações nos quais incurrem-se para o uso de Internet são elevados.
- Seria bom empregar mais tempo, para aprofundar nos temas que são de interesse dos professores.
- Deve-se melhorar a Língua Portuguesa dos professores que ministraram o curso.
- Faltou informação para a feitura de um vídeo.

Interessante:

- O curso foi muito bom, porque ao final da formação os pensamentos são diferentes do que já se tenham, como Aprender a Desaprender.
- Na abertura do módulo de Didáctica, o Sr. Director afirmou que se lhe perguntasse qual dos cursos era mais importante, responderia que era o de pedagogia. Porém, depois de



participar neste módulo de Técnicas de Informática no Ensino Superior, concluem que este é o curso de suporte para todos os outros.

- O curso foi muito inovador e interessante.
- O curso é muito bom, porque moderniza e incentiva o uso das TICs no ensino superior.

Segundo Ponte (2000), as tecnologias provocam uma incomodidade nos docentes, questão visível no diagnóstico ao observar os baixos índices de utilização das tecnologias com fins educativos.

Segundo Viñas (S/D), a memorização e reprodução de uma informação em um livro de texto não pode ser vista como a melhor forma de educação hoje em dia deve-se ter em conta que dentro e fora da sala de aula os estudantes estão a aprender de diferentes formas (activa, colaborativa e autónoma) e os professores devem ter as habilidades suficientes para promover este tipo de ensino, como mostra-se no PNI, os cursistas consideraram na necessidade de estar munidos das ferramentas TICs para sua actividade docente e promover os diversos cenários educativos.

Os professores do ISUP estão de acordo com David e outros (2001) no papel preponderante da instituição de ensino na preparação dos seus alunos como forma de inserção e preparação para uma sociedade mais global, actuante e globalizante.

Conclusões

1. Detectaram-se no diagnóstico um baixo uso das TICs nas práticas docentes, indicadores como o uso das plataformas digitais para interagir com os estudantes só atingiram a alcançar 12%.
2. O curso de formação nas TICs, foi executado com uma estratégia académica, investigativo e laboral, focalizado no desenvolvimento de habilidades e destrezas no uso



das novas tecnologias para responder às necessidades das aulas de educação semi-presencial e ED.

3. Os cursistas foram capacitados na criação de materiais didáticos, sua colocação e utilização na plataforma digital, mediante o uso das TICs.
4. O curso alcançou o objectivo de incentivar a evolução do pensamento crítico e a capacidade de inovação e colaboração dos professores, para o desenvolvimento de suas actividades docentes mediante o uso das TICs.

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