Implementação e Resultados do Projeto Piloto de Permanência Estudantil Indígena e Quilombola na UFT: um Relato de Experiência

*Implementation and Results of the Pilot Project for
Indigenous and Quilombola Student Permanence at UFT: An Experience Report*

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Permanencia Estudiantil Indígena y Quilombola en la UFT: Un Relato de Experiencia*

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Abstract: In 2023, the Porto Nacional campus of the Federal University of Tocantins (UFT), in a pioneering way, designed and executed a pilot project for the reception and permanence of Indigenous and Quilombola students in the university. The action aimed to welcome, integrate, and foster permanence and scholarships and other pays based on programs established by the UFT, such as those listed in Consuni Resolutions No. 26/2017 and No. 48/2021, to serve students who are the project's target audience in an equitable way. The actions were developed by the campus management and its subunits, such as the Academic Coordination (Cordac), the Internship and Student Assistance Division (Diest), Transport Sector (Setran), Tutorial Education Program (Indigenous PET) and the Pro -Rectories of Student Assistance (Proest), Extension, Culture and Community Affairs (Proex) and Graduation (Prograd), together with external partnerships, such as Indigenous and Quilombola leaders from the Regional Education Directorate (DRE) of Porto Nacional; the Municipal Youth Foundation of Porto Nacional; and the Local Coordination of the National Indigenous Foundation (Funai) of Tocantínia. In this article, we present an experience report, analyzing the proposed indicators of some of the actions among the seven dimensions of its action: reception, housing, food, transportation, social inclusion, and psychosocial and pedagogical support. The pilot project was successful in initial actions, such as guidance, housing and food. For future editions, it aims to expand reception, improve information and resource flow, and increase the campus academic community's participation to ensure continuity and success.
Keywords: Student Assistance; Permanence in Higher Education; Indigenous Peoples; Quilombola Communities; Public Policies.

Resumo: No ano de 2023, o câmpus de Porto Nacional da Universidade Federal do Tocantins (UFT), de forma pioneira, idealizou e executou um projeto piloto de acolhimento e permanência de estudantes indígenas e quilombolas na universidade. A ação teve por objetivo realizar ações de acolhimento, integração, permanência e integralização, a partir

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de programas instituídos pela UFT, como os elencados nas Resoluções Consuni nº 26/2017 e nº 48/2021, que visam atender aos estudantes público-alvo do projeto de forma equitativa. As ações foram desenvolvidas pela Direção do Câmpus e suas subunidades, como a Coordenação Acadêmica (Cordac), a Divisão de Estágio e Assistência Estudantil (Diest), Setor de Transporte (Setran), Programa de Educação Tutorial (PET Indígena) e ainda, as Pró-Reitorias de Assistência Estudantil (Proest), Extensão, Cultura e Assuntos Comunitários (Proex) e Graduação (Prograd). Além de parcerias externas, como lideranças indígenas e quilombolas, da Diretoria Regional de Ensino (DRE) de Porto Nacional; da Fundação Municipal da Juventude de Porto Nacional; e da Coordenação Local da Fundação Nacional do Índio (Funai) de Tocantínia. Neste artigo, apresentamos um relato de experiência, por meio da análise dos indicadores propostos de algumas das ações, dentre as sete dimensões de sua atuação: acolhimento, moradia, alimentação, transporte, inclusão social, apoio psicossocial e apoio pedagógico. O Projeto Piloto obteve sucesso nas ações iniciais, como orientação, moradia e alimentação. Para futuras edições, visa ampliar o acolhimento, melhorar o fluxo de informações e recursos, e aumentar o envolvimento da comunidade acadêmica do câmpus para garantir continuidade e sucesso.

Resumen: En 2023, el campus Porto Nacional de la Universidad Federal de Tocantins (UFT), de forma pionera, diseñó y ejecutó un proyecto piloto de acogida y permanencia de estudiantes indígenas y quilombolas. La acción tuvo como objetivo realizar acciones de acogida, integración, permanencia y pago, basadas en programas establecidos por la UFT, como los enumerados en las Resoluciones Consuni N° 26/2017 y N° 48/2021, que tienen como objetivo atender a los estudiantes que son público objetivo del proyecto de forma equitativa. Las acciones fueron desarrolladas por la gerencia del campus y sus subunidades, como la Coordinación Académica (Cordac), la División de Pasantías y Atención al Estudiante (Diest), Sector Transporte (Setran), Programa de Educación Tutorial (PET Indígena) y también, las Prorrectorías. de Atención Estudiantil (Proest), Extensión, Cultura y Asuntos Comunitarios (Proex) y Graduación (Prograd). Además de alianzas externas, como líderes indígenas y quilombolas, de la Dirección Regional de Educación (DRE) de Porto Nacional; la Fundación Municipal de la Juventud de Porto Nacional; y la Coordinación Local de la Fundación Nacional del Indio (Funai) de Tocantínia. En este artículo presentamos un relato de experiencia, a través del análisis de los indicadores propuestos de algunas de las acciones, entre las siete dimensiones de su acción: acogida, vivienda, alimentación, transporte, inclusión social, apoyo psicosocial y apoyo pedagógico. El proyecto piloto tuvo éxito en acciones iniciales, como orientación, vivienda y alimentación. Para próximas ediciones del proyecto se pretende ampliar la acogida, mejorar el flujo de información y recursos, y aumentar la implicación de la comunidad académica del campus para asegurar su continuidad y su éxito.

Introduction

Affirmative action policies in Brazilian higher education have been crucial for the social and educational inclusion of historically marginalized groups, such as Indigenous and Quilombola communities. The Quota Law (Law No. 12.711/2012), which regulates admission to federal universities and federal technical high schools, represents a significant milestone in this context, keeping a minimum of 50% of seats in federal higher education institutions for public school students, including those who self-identify as Black, Brown, or Indigenous. These policies aim to ensure their access and permanence at school by acknowledging the importance of a diverse and inclusive educational environment for the academic and social development of the country (Feldmann, Libório, 2023).

In addition to quotas, the National Student Assistance Policy (PNAES), initially implemented through Decree No. 7234/2010 (Brasil, 2010) and now established under Law No. 14.914/2024 (Brasil, 2024), has been fundamental in supporting the permanence of all students, predominantly Indigenous and Quilombola students, in higher education. Programs such as the Permanence Grant (PBP) from the Ministry of Education (MEC) provide financial assistance to cover basic expenses, allowing these students to dedicate themselves to their studies entirely. These initiatives are essential for reducing inequalities and promoting social justice by ensuring that everyone has the opportunity to achieve academic and professional success, much like the Quota Law once enabled their access to higher education.

Many studies highlight the positive impacts of affirmative action policies in securing access, permanence, and educational success for Indigenous students in higher education. Lima (2018), for instance, in the journal "Horizontes Antropológicos," accounts in detail the implementation of affirmative actions for Indigenous peoples in Brazilian higher education, particularly during the first decade of the 21st century.

Despite various advancements, discussions persist on the need for affirmative actions to guarantee inclusion for Indigenous and other traditional communities in higher education, mainly through material and symbolic conditions that enable them to face challenges and develop strategies to adapt to new life experiences within the academy. This approach allows for the articulation of these new knowledge spaces with their territories, fostering a broader societal debate in an integrated and continuous approach to ensure the inclusion and success of these students, particularly Indigenous students, in higher education (Lima, 2018).

The above becomes evident when we observe Indigenous and Quilombola students at the Porto Nacional Campus of the Federal University of Tocantins (UFT), who, since 2016, have occupied the university with their agendas, advocating for improved student permanence in higher education. They drive changes in norms and forms of service to students, consistently calling for reduced bureaucracy, better material and symbolic conditions, and the democratization of higher education and social inclusion.

Concerning their territory, Tocantins has 20,023 Indigenous people, representing 1.32% of the total population of the state, spread across nine ethnic groups: Karajá, Xambioá, Javaé, Xerente, Apinajé, Krahô, Krahô-Kanela, Avá-Canoeiro, and Pankararu, primarily concentrated in Tocantínia, Goiatins, and Tocantinópolis. Mateiros and Arraias are municipalities with a significant Quilombola population, totaling 12,881 citizens (IBGE, 2022).

For this reason, in the second semester of 2022, the Campus administration pioneered the creation of a pilot project for the reception and permanence of Indigenous and Quilombola students, developed in collaboration with the academic community and based on programs established by UFT, as outlined in Consuni Resolutions No. 26/2017 and No. 48/2021. These resolutions aim to equitably support students in the project's target group while expanding its reach, operation, and budget beyond PNAES through seven dimensions of action: reception, housing, food, transportation, social inclusion, and psychosocial and academic support.

The actions were developed by the campus administration and its subunits, such as the Academic Coordination (Cordac), Internship and Student Assistance Division (Diest), Transportation Sector (Setran), Indigenous Tutorial Education Program (PET Indígena), and the Offices of Student Assistance (Proest), Extension, Culture, and Community Affairs (Proex), and Graduation (Prograd). Partnerships were also formed with external entities, such as Indigenous and Quilombola leaders, the Regional Teaching Directorate (DRE) of Porto Nacional, the Porto Nacional Municipal Youth Foundation, and the Local Coordination of the National Indian Foundation (Funai) in Tocantínia.

This article presents the Pilot Project's 2023 execution report through an experiential report, "a type of knowledge production that describes an academic and/or professional experience in one of the pillars of university education (teaching, research, and extension), with its primary feature being the description of the intervention" (Mussi, Flores, Almeida, 2021). Here, the referenced description uses goals and indicators as instruments and criteria to assess the reach of the actions.

The pilot project achieved initial success in orientation, housing, and food. Future editions aim to expand reception, improve the flow of information and resources, and increase the involvement of the campus academic community to ensure continuity and success.

Affirmative Actions and Student Assistance Policy at UFT

In 2022, the Porto Nacional Campus of the Federal University of Tocantins (UFT) welcomed 14 Quilombola and 27 Indigenous students (Table 1). These numbers inspired this project to consider the reception and permanence of Indigenous and Quilombola students on campus and to propose actions that address the needs of this group regarding their admission, integration, and permanence at the university. It is worth noting that these students reside in the student lodgings and use the university restaurant, which are two of the leading programs aimed at supporting student permanence.
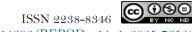
Table 1: Incoming students through Indigenous and Quilombola quotas

Year/Semester	Indigenous	Quilombolas	Total
2020/1	5	23	28
2020/2	2	8	10
2021/1	2	11	13
2021/2	-	-	0
2022/1	12	9	21
2022/2	15	6	21
2023/1	12	10	22
2023/2	6	3	9

Fonte: SIE, 2024

The Institutional Development Plan of UFT 2021-2025 (PDI UFT 2021-2025), "a guiding and integrating document for the actions of all university management units, based on the principles of governance, risk management, and sustainable development to ensure the fulfillment of the institutional mission," outlines five challenges for the coming years, as follows:

- Challenge 1 – Innovative education with academic excellence
- Challenge 2 – Social inclusion
- Challenge 3 – Innovation, technology transfer, and entrepreneurship
- Challenge 4 – Social recognition
- Challenge 5 – Public governance mechanisms of social inclusion and student assistance Policy at UFT

In the Institutional Development Plan (PDI) of the Federal University of Tocantins (UFT) for 2021-2025, the strategic objective of Challenge 2, Social inclusion, guides this pilot project. More specifically, goals "2.3 Ensure access, permanence, and graduation of socioeconomically vulnerable students, as well as Indigenous and Quilombola students" and "2.4 Consolidate student assistance policies" (PDI UFT 2021-2025) are central to this initiative. These objectives are also encompassed within UFT's student assistance policy, established by Resolution No. 26/2017, which is based on the following principles:

> I. Student assistance as a social right and a responsibility of the State;
> II. Equal conditions for students to continue their academic activities without discrimination of any kind;
> III. High-quality services that contribute to the student's holistic development and their exercise of citizenship;
> IV. Broad dissemination of actions, services, programs, and academic projects;
> V. Transparency in the implementation of resources, programs, actions, projects, and student participation criteria;
> VI. Commitment to eradicating all forms of prejudice and discrimination, fostering respect for diversity.

Affirmative actions are defined as public and private policies aimed at achieving the constitutional principle of material equality and counteracting the effects of racial, gender, age, national origin, and physical discrimination. In this understanding, equality becomes not merely a legal principle to be observed by all but a constitutional goal to be attained by the State and society (Gomes; Silva, 2001).

Affirmative action in education materializes through mechanisms like keeping seats/quotas (Law No. 12.711/2012) to address the demand for public school students and self-declared Afro-descendant students to enter higher education (Santos; Souza; Sasaki, 2013). At UFT, affirmative action (AF) examples include the Quota Policy Program, which allocates 5% of undergraduate seats for Indigenous and another 5% for Quilombola students across all undergraduate courses. The goal is to increase the representation of

underrepresented groups in higher education and to monitor and evaluate the implementation of actions, contributing to developing programs, projects, and research within the academic community that support AF initiatives at UFT.

The National Student Assistance Program (PNAES), established by Decree No. 7234/2010, aims to expand conditions for students to stay in public federal higher education. In an integrated way with teaching, research, and extension activities, the program aims to include students enrolled in on-campus undergraduate programs, supported through various areas: housing, food, transportation, health care, digital inclusion, culture, sports, childcare, academic support, and assistance for students with disabilities, developmental disorders, and exceptional abilities. Priority is given to students from the public basic education network or those with a per capita family income of up to one and a half minimum wages, in addition to requirements set by federal higher education institutions (Brasil, 2010).

According to Finatti et al. (2007, p.248), "For students to achieve their full academic potential, the quality of instruction must be accompanied by effective student assistance policies." UFT implements these policies under Consuni Resolutions No. 26/2017 and No. 48/2021, encompassing various PNAES areas while addressing students' socioeconomic realities.

Student assistance programs have become essential tools for democratizing higher education by enabling access, permanence, and completion of university education, which is particularly relevant, given Brazil's significant social inequalities and the socioeconomic impacts that affect student permanence in university.

The UFT Student Assistance and Academic Education Policy has the following objectives, as listed in Article 3:

> I. Enabling students to complete their courses with quality education, considering broad education, knowledge production, improved academic performance, and quality of life while reducing retention and dropout rates driven by socioeconomic factors;
> II. Helping minimize students' socioeconomic disparities;
> III. Facilitating democratic and transparent access to assistance and academic programs, services, and actions for students;
> IV. Promoting students' inclusion, permanence, and graduation from admission to course completion to democratize higher education.

Finally, as a strategy to promote equality and opportunity, this project, which is focused on supporting Indigenous and Quilombola students, seeks to provide equal access to

the university's student assistance policy, ensuring these students' permanence and successful course completion. However, to fully access these programs, students must be registered and approved in the Social Indicators Program (PISO), a socioeconomic assessment performed by social workers. Indigenous and Quilombola students, among others, face challenges in organizing their documentation and family information for this process.

PISO is essential for the institution as the gateway to these policies because it provides insights into the student population. However, considering the unique challenges faced by Indigenous and Quilombola students, this project plans to implement actions to reduce these difficulties and ensure full access to student rights for permanence at UFT.

Experience and Evaluation of the Pilot Project for Supporting the Permanence of Indigenous and Quilombola Students at the Porto Nacional Campus of UFT

In response to the challenges outlined by the various student demands, the most significant ones were the ones Indigenous students claimed. Consequently, Indigenous students received more support throughout 2023. Although Quilombola students were also supported, the experience detailed in this report will focus primarily on Indigenous students.

In student reception, the most favorable outcomes were achieved, not by meeting numerical goals set in the project but through direct contact with the communities in their territories, which included visits to Indigenous schools to promote the university and its entrance exams, facilitating access to higher education. Additionally, a mobile academic office was displaced to their territories, offering services such as enrollment assistance. The university extended its presence beyond the Porto Nacional Campus, reaching Aldeia Coqueiro in the Xerente Indigenous territory to enroll newly admitted students, welcome them as freshmen, and introduce them to their new personal and professional development space.

Figures 1 and 2: UFT promotion of activities and welcoming initiatives in Indigenous territories

Fonte: Diest, 2024

During the first visit, the rector and the pro-rector of the Student Assistance Program were present, listening to Indigenous students, teachers, and alums as they shared their challenges and aspirations for becoming students at UFT. The main challenge highlighted was the enrollment process: understanding the entrance exam announcement, preparing documentation in digital format, and navigating the fully digital enrollment system proved to be obstacles. These challenges were alleviated by having the academic office present in their territory.

Figures 3 and 4: UFT promotion of activities and welcoming initiatives in Indigenous territories

Source: Diest, 2024

Indigenous students presented the most significant challenges. Therefore, the focus was primarily on supporting Indigenous students throughout 2023. Although Quilombola students were also assisted, this report focuses more on the experience of Indigenous students.

In the area of psychosocial support, a similar challenge was encountered with the Social Indicators Program (PISO). Following enrollment, guidance on UFT's student assistance programs and the MEC Permanence Grant was provided. According to the 2022 indicators, out of 42 enrolled Indigenous and Quilombola students, 15 registered in PISO and were approved within the first 30 days of their courses that year; in 2023, out of 30 enrolled students, 14 registered and were approved within the same period. By the second semester of 2023, all first-year students received UFT assistance, as there were insufficient funds for the MEC Permanence Grant.

In the reception dimension, the campus organizes an orientation program for new students, allowing Indigenous and Quilombola students to shape actions highlighting their presence at the university through the New Student Integration Program (PIDI). In the first semester of 2023, the PIDI committee, campus administration, and student movement hosted

an event under the theme *For the Reconstruction of Quality Public Education in Brazil!*, with a roundtable called "Indigenous People in the University," featuring Indigenous first-year and fourth-year students, and professors. In the second semester, the Indigenous Tutorial Education Program (PET Indígena) organized a reception for new Indigenous students called "Calourada Indígena" (Indigenous First-Year Students), with presentations from the campus administration, DIEST, CECLLA, and course coordinators.
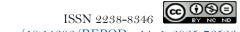
Regarding housing, the Porto Nacional campus pilot project prioritized ethnic affiliation for access to Student Housing, allowing students an emergency stay for up to 30 days to complete the PISO process. This approach supported student permanence; no first-year students dropped out due to lack of housing. At the end of 2023, of the 80 available housing slots, 66 had 48 Indigenous and five Quilombola residents. Only two Indigenous students remain in temporary housing due to documentation issues, with no additional demand from the target audience.

Indigenous and Quilombola residents also hold leadership roles in the Board of Housing Residents, elected by their peers. The most recent board includes two of the three general coordination positions held by Indigenous students, one of two property coordination roles held by an Indigenous student, and both secretary roles filled by Indigenous students. Additionally, the Porto Nacional Student Housing Support Committee includes three student representation positions filled by Indigenous students.

In food assistance, challenges with PISO registration impulsed a demand for meal assistance. Consequently, UFT's Office of Student Assistance (Proest) implemented a new policy, exempting Indigenous and Quilombola students from paying for meals at UFT's university restaurant, a significant impact of the project for the campus and the wider academic community.

Transportation assistance was provided to support Indigenous and Quilombola students' permanence and enable them to return to their home communities monthly as part of their academic adaptation. Monthly trips were organized to Tocantínia, home to the most Indigenous students residing in Student Housing, particularly Xerente students, along the Porto Nacional/Tocantínia/Porto Nacional route. In the first semester of 2023, only one trip was made due to adjustments in the project. In the second semester, two monthly trips to Tocantínia were made. From there, students could travel to their homes. Additionally, graduating Indigenous and Quilombola students' families would get transportation to attend graduation ceremonies, an essential moment that underscores the value of the university's investment in student success.

For digital inclusion, the project focused on equipment access, digital literacy, and mentoring for effective academic use of technology. The Porto Nacional campus partnered with the Information Systems course from the Federal Institute of Tocantins, but scheduling conflicts prevented its implementation. However, the Integrated Indigenous and Quilombola Student Retention Project (PIQUI) provided two digital monitors selected via public selection, enhancing digital inclusion and academic performance.

Finally, in academic support, students received guidance through two actions: collective workshops on topics such as a) organizing university life, b) study practices, c) academic presentations and communication skills, and d) reading and writing; and individual support sessions aimed to foster students' autonomy in their learning process. However, participation by Indigenous and Quilombola first-year students in these activities was minimal, making it challenging to measure retention and dropout rates or improvements in academic performance.

Table 2 below summarizes all actions taken within each dimension, including the goals, indicators, and results of the 2023 pilot project.

Table 2: Summary of dimensions, actions, goals, indicators, and results achieved in the 2023 pilot project

DIMENSION/ACTION	PLANNED GOALS AND INDICATORS	
1. WELCOME 1.1 UFT in schools of traditional peoples	Goals: - Two trips per semester - Two schools visited per semester - 50% increase in the number of Indigenous and Quilombola students entering Indicators: - number of Indigenous and Quilombola students enrolled in undergraduate courses on campus per semester	Goals achieved: - Four trips in the 2023/1 semester - Seven schools visited in semester 2023/1 Indicators achieved: - it was not possible to measure until the writing of this report due to the enrollment period being in effect
1. WELCOME 1.2 Welcoming new Indigenous students	Goals: - One trip per semester - 100% of Indigenous and Quilombola students selected in the selection processes for entry into UFT undergraduate courses enrolled	Goals achieved: - One trip per semester, as there were no candidates in the other calls for the entrance exam - 100% of Indigenous and Quilombola students selected in the selection processes for entry into UFT undergraduate courses enrolled

	Indicators: - number of Indigenous and Quilombola students enrolled in undergraduate courses on campus per semester	Indicators achieved: In 2022, 42 Indigenous and Quilombola students enrolled In 2023, 30 Indigenous and Quilombola students enrolled
1. WELCOME 1.3 Guidance on student assistance programs at UFT	Goals: - 50% reduction in problems with lack of documentation for insertion into the Cubo - One trip per semester (2023/1 and 2023/2) - 50% reduction in the time taken for students to be approved in Piso Indicators: - Number of Indigenous and Quilombola students entering undergraduate courses on campus who register for the Piso within the first 30 days of the courses	Goals achieved: - 64% reduction in problems with lack of documentation for insertion into the Cubo - One trip per semester carried out - 50% reduction in the time taken for students to be approved in Piso Indicators: - In 2022, of the 42 Indigenous and Quilombola students enrolled, 15 registered for the Piso and were accepted within the first 30 days of the courses In 2023, of the 30 indigenous and quilombola students enrolled, 14 registered for the Piso and were accepted within the first 30 days of the courses.
1. WELCOME 1.4 Specific activity for Indigenous and Quilombola students in the PIDI program	Goals: - 50% reduction in school dropout rates among Indigenous and Quilombola students Indicators: - percentage of Indigenous and Quilombola students who remained enrolled and studying	Goals achieved: - there was no dropout of Indigenous and Quilombola students in 2023 Indicators achieved: - 100% of Indigenous and Quilombola students remain enrolled and studying
2. HOUSING - STUDENT LODGINGS	Goals: - reduce school dropout rates by 50% Indicators: - percentage of Indigenous and Quilombola students officially residing in the student house	Goals achieved: - there was no dropout of Indigenous and Quilombola students in 2023 Indicators achieved: - 66.25% of official residents are Indigenous and Quilombola students
3. FOOD - UNIVERSITY RESTAURANT	Goals: - meet 100% of the basic food needs of incoming Indigenous and Quilombola students, even if they are not registered with the Piso. - reduce school dropout rates by 50% Indicators:	- UFT changed its service policy at the RU after the implementation of the pilot project, granting exemption to students, even if they are not registered at the Piso, rendering this action useless The resource was used to feed Indigenous and Quilombola

	- total of students served by the program - percentage of Indigenous and Quilombola students who remained enrolled and taking undergraduate courses	people from the external community who participated in events and other actions in which they were the target audience offered by the campus.
4. TRANSPORT 4.1 Transportation to the municipality of Tocantínia	Goal: - reduce school dropout rates by 50% Indicator: - percentage of Indigenous and Quilombola students who remained enrolled and studying	Goal achieved: - there was no dropout of Indigenous and Quilombola students in 2023 Indicator achieved: - 88% of Indigenous and Quilombola students who remained enrolled and studying
4. TRANSPORT	Goals: - 100% increase in the dissemination of degree conferrals - Two trips per semester Indicators: - media coverage of the ceremonies - total of family members participating in the ceremonies	Goals achieved: - There is no way to measure the increase in the dissemination of degree conferrals in this first year of project execution - A trip taken in one semester of 2023/1 Degree conferral forecast for 2023/2: Two Quilombolas, to be held in March 2024 Indicators achieved: - There is no way to measure the increase in the dissemination of degree conferrals in this first year of project execution - total of family members participating in the ceremonies: Ten family members of one Indigenous student
5. DIGITAL INCLUSION Digital Inclusion Program aimed at Indigenous and Quilombola students	Goal: - R$ 100,000.00 for the execution of a notice for the purchase of equipment, via Proest notice Indicator: - provide 50% of Indigenous and Quilombola students with the technological resources necessary for their good academic performance	- it was not possible to carry it out due to budget unavailability.
5. DIGITAL INCLUSION Digital literacy for Indigenous and Quilombola students	Goal: - offering the course to 50% of new students Indicator:	Goal achieved: - offering the course to 50% of new students Indicator:

	- number of participants in the course	- 20 Indigenous and Quilombola students (13 Indigenous and seven Quilombolas)
5. DIGITAL INCLUSION Digital inclusion monitor for Indigenous and Quilombola students	**Goal:** - provide 50% of Indigenous and Quilombola students with the technological resources necessary for their good academic performance **Indicator:** - evaluation of digital inclusion actions	**Goals achieved:** - despite the monitors being available on set days and times, the demand from Indigenous people and Quilombolas was practically non-existent - there was commitment, effort, and implementation of the action, however, Indigenous and Quilombola students did not participate as expected
6. PSYCHOSOCIAL SUPPORT Workshop for registration in the Social Indicators Program (Piso)	**Goals:** - 50% decrease in the number of times students request to register for Piso in Cubo **Indicators:** - total number of deferrals in the Piso made in the first submission of documents in Cubo	**Goals achieved:** - 100% decrease in the number of times students requested registration for Piso in Cubo, after participating in the workshop **Indicators achieved:** - in 2022, students were accepted after the second or third application - in 2023, all students participating in the workshop were accepted on their first registration
6. PSYCHOSOCIAL SUPPORT Indigenous and Quilombola mental health	**Goals:** - there is no data for comparison. **Indicators:** - total of students served by the program	- due to the absence for qualification of the psychologist from the student assistance sector, this action was suspended
7. PEDAGOGICAL SUPPORT Establishment of a pedagogical innovation program exclusively for Indigenous and Quilombola people	**Goals:** - 50% reduction in school dropouts - 50% reduction in retention - 50% increase in academic performance of students served - 50% increase in undergraduate course engagement **Indicators:** - percentage of Indigenous and Quilombola students who remained enrolled and studying - percentage of students who are completing the regular course time - percentage of students with a coefficient greater than 7	- not executed due to the lack of progress of the proposal between Prograd and campus

7. PEDAGOGICAL SUPPORT Educational supervision	Goals: - 50% reduction in school dropouts - 50% reduction in retention - 50% increase in academic performance of students served Indicators: - percentage of Indigenous and Quilombola students who remained enrolled and studying - percentage of students who are completing the regular course time - percentage of students with a coefficient greater than 7	Goals achieved: - in relation to workshops and individual and/or group support, the participation of new Indigenous and Quilombola students was minimal, with no possibility of establishing quantification in relation to school dropout, retention, and increase in academic performance Indicators achieved: - due to the low number of target audience participation, it is not possible to measure these indicators
7. PEDAGOGICAL SUPPORT Formation of learning groups	Goals: - 50% reduction in school dropouts - 50% reduction in retention - 50% increase in academic performance of students served Indicators: - percentage of Indigenous and Quilombola students who remained enrolled and studying - percentage of students who are completing the regular course time - percentage of students with a coefficient greater than 7	
7. PEDAGOGICAL SUPPORT Integrated Project for the Permanence of Indigenous and Quilombola Students (PIQUI)	Goal: - 100% curriculum integration of students Indicator - total number of students served by the program who completed the course within the scheduled time	- according to Proest, no students who met the requirements for attendance by the program in 2023 on campus.

Source: The authors, 2024

An evaluation of the 2023 pilot project reveals that some action goals and indicators exceeded expectations by over 100% (e.g., 1. WELCOME - 1.4 Specific Activity for Indigenous and Quilombola Students in PIDI Programming), while others fell short due to budget constraints (e.g., 5. DIGITAL INCLUSION - Digital Inclusion Program for Indigenous and Quilombola Students), lack of institutional support (e.g., 7. PEDAGOGICAL SUPPORT - Establishing an Exclusive Pedagogical Innovation

Program for Indigenous and Quilombola Students), or limited participation (e.g., 7. PEDAGOGICAL SUPPORT - Pedagogical Guidance).

Conclusions

Although the pilot project did not conduct a structured evaluation with the executing team or participants to systematically collect feedback on each action, a range of responses was received throughout 2023 regarding its impact. The first activity in March 2023, which focused on welcoming Indigenous first-year students at Cemix and promoting the university at the center, marked significant milestones. These included the first visit by the UFT rector to an Indigenous community school, marking the first time a public university rector set foot in an Indigenous village in Tocantins. This historic moment underscored UFT's commitment to addressing the needs of Indigenous students aspiring to join the university.

As highlighted in a UFT website article:

> "I wasn't expecting it, you know?" said Cemix director Armando Sõpre, smiling. "When we saw the rector arriving… I never imagined that, one day, a UFT rector would come here to Cemix, to the village!" he added. The visit to the Cemix school in the Xerente village in Tocantínia was indeed a milestone for UFT, marking the first visit of the institution's rector to an Indigenous village in Tocantins. The goal was to better understand the Indigenous community's realities to more effectively meet their needs regarding university access. According to Bovolato, "The University wants to be closer to these communities." For Sõpre, this first meeting was very positive. "Cemix celebrates the visit of the rector and his UFT team. This will facilitate exchange and dialogue between Cemix and UFT, as well as access and retention for our students who are gaining admission to the institution," he affirmed (Scaravonatti, 2023).

The team evaluated this action positively, as it introduced the institution to the community, covering topics from UFT's organizational structure to the potential career paths associated with higher education. During the exchange, new insights emerged, leading to a new action: a biannual visit by the academic office to Indigenous territories to assist with enrollment. This visit also facilitated better dissemination of information on UFT's student assistance programs, as family or friends often accompanied students during the guidance.

In the reception dimension, the PIDI committee, composed of faculty, students, and administrative staff, expanded its dialogue with Indigenous students, who increasingly take a leading role in discussions. However, limited engagement with Quilombola leadership has hindered similar progress.

Another highlight was the strategy to support Indigenous and Quilombola students' access to food services for the first 30 days of each semester, extended throughout the first semester under a new Proest policy in 2023. Resources initially allocated for this action were repurposed to assist Indigenous and Quilombola students participating in campus events, facilitating community integration—a vital aspect for student permanence at UFT. Iteration is recommended to include this activity in the next project.

The development of the project highlighted successes, challenges, and areas needing revision in methodology and objectives, summarized as follows:
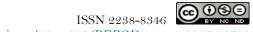
Strengths:

- Campus identity: The pilot project was presented at a Condir meeting in December 2022, with partial results shared in August 2023. Council members acknowledged the Indigenous and Quilombola identity of the campus and recognized the social, cultural, and pedagogical contributions of these communities.

- Achieved goals: Despite certain actions remaining unexecuted due to staffing or budget limitations, goals and indicators were achieved in all dimensions, supporting academic performance, reducing dropout and retention rates, increasing inclusion in student assistance programs, and enhancing students' university experience.

Challenges:

- Limited engagement with Quilombola leaders and students: Communication gaps have limited access to the project's initiatives for Quilombola students compared to Indigenous students.

- Access to data from Proex and Proest: Multiple requests were made for primary information via WhatsApp, email, and Ombudsman channels. However, some data essential to this report was unavailable.

- Improving request management: Diest should centralize requests for better resource and activity tracking.

- Increased faculty and student involvement with the student assistance sector: Strengthening the support system for academic progress monitoring is recommended.

- Housing capacity: The student lodgings occupancy for the 2024/1 semester highlights potential challenges in accommodating new students, raising concerns about future housing capacity.

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