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School dropout among EJA students: youth and adult education

School dropout of EJA students: education of young adults

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SUMMARY

School dropout represents a force that runs counter to the educational development of Brazilian Basic Education—Early Childhood Education, Elementary School I and II, Secondary School, and Vocational Education. In this case, the dropout rate among students enrolled in Youth and Adult Education (EJA) is due to the ineffective inclusion process. After returning to school, often after many years, these students must be encouraged to continue studying and complete their basic education. School dropout occurs when students abandon school and stop studying, interrupting the educational process during a given academic year, unable to continue their studies and, most importantly, complete Basic Education. Several factors can contribute to school dropout rates in EJA, such as the need to work to contribute to the family income, a lack of interest in school, and difficulties with teaching and learning, among others. In this article, we present a view of School Dropout in High School with EJA – Youth and Adult Education students.

Keywords: EJA, High School. Dropout.

ABSTRACT

School dropout represents a force contrary to the educational development process of Brazilian Basic Education, Kindergarten, Elementary I and II, High School and Vocational Education. And, in the case of the dropout of students inserted in the educational contexts of Youth and Adult Education (EJA) it goes through the ineffectiveness of the inclusive process of students, because after returning to school, usually after many years, these students have to be encouraged to continue studying and complete basic education. School dropout is permeated by the fact that the student drops out of school and stops studying, interrupting the educational flow in each school period, without being able to continue his studies and, mainly, complete Basic Education, that is, the student stops studying. Several factors can contribute to school dropout in EJA, such as: the need to work to help with the family's income, lack of interest in school and teaching-learning difficulties, among others. In this article, we present a view of School Dropout in High School with EJA students – Youth and Adult Education.
Keywords: EJA, HighSchool. Evasion.

1 INTRODUCTION

Brazilian Basic Education was regulated from the 1990s onwards, through the Law of Guidelines and Bases of National Education (LDBEN, 1996), the Curricular Parameters National (PCN, 1997) and National Education Integration Program (PROEJA, 2007), through proposals from the Ministry of Education (MEC). From this socio-educational perspective, This research arises as an academic concern regarding school dropout in EJA.

EJA is basically made up of people who have a rich life experience, either for the positive or negative side, both sides being able to add to the school environment what they should never have done or what they did best,

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sharing their experiences.

According to Queluz and Alonso (2003), there are factors that are associated with the order policy, which does not absolutely favor Education and, often, makes it unfeasible any proposal for changes and make the issue more serious to the point of talking about a crisis of teaching and even in crisis in Brazilian Education. And, according to Dantas (2010, p. 34), “the school dropout at any level of education is a challenge for education professionals and a blight on our education system.”

The academic relevance of this study stems from the fact that school dropout is a reality in Brazilian public schools and, therefore, it is necessary that this problem be widely researched by academies of knowledge, in favor of investigating the factors that populate the atmosphere of discouragement or lack of interest in continuing studies Basic Education, mainly in High School.

2. A BRIEF HISTORY OF YOUTH AND ADULT EDUCATION

Adult education began in colonial Brazil with the catechization of indigenous people, but it was precisely in 1920, with the movement of educators and the population which called for an increase in the number of schools and an improvement in their quality, which began to establish favorable conditions for the implementation of public policies for the Youth and Adult Education.

From 1930 onwards, basic education began to delimit its place in the country's history, an elementary public system began to consolidate. In 1934, the National Plan was created of Education that provided for compulsory and free comprehensive primary education also expanded for adults. This was in fact the first plan in the history of Brazilian education that provided a specific treatment for the education of young people and adults (HADDAD & DI PIERRO, 2000)

With the end of the Vargas dictatorship and the recent end of the Second World War (1945), the country was experiencing the fervor of the redemocratization policy, the education of young people and adults returned to the country's list of priorities. Thus, in 1947, the first Campaign was implemented National Council for Adolescent and Adult Education (CEAA). This campaign aimed to objective to stimulate the creation of national education programs for Adolescents and Adults.

During this period, classes for adults took place at night, with teachers volunteers, using resources appropriate for teaching children (GALVÃO & DI PIERRO, 2004).The late 1950s and early 1960s were marked by a intense mobilization of civil society around basic reforms and also a large

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social mobilization around adult education. The country was going through significant social, political and economic transformations. Specifically in adult education several popular culture and education movements were created during this period: Basic Education, Popular Culture Movement of Recife, Popular Culture Centers, Foot on the Ground Campaign: You Also Learn to Read. “There is no reason to be ashamed of to be unaware of something, to witness the openness of others, to the curious availability of life, to its challenges, are knowledge necessary for educational practice” (FREIRE, 1999, p.153).

These movements were based on Freirean pedagogy, so they "had as their objective to promote awareness among the people, so that they could act to transform their reality.” (JEZINE, 2003, p.157 APUD CUNHA E GÓES, 1985, p.30)

From militarism to the new republic, the education of young people and adults went through moments crucial and moments of darkness. With militarism, cultural movements and popular education were drastically interrupted with the seizure of all materials. The military government only allowing adult literacy programs to be carried out welfare and conservatives and created, in 1967, the Brazilian Literacy Movement – MOBRAL (HADDAD & DI PIERRO, 2000)

Since the political redemocratization in 1985 and the promulgation of the new Constitution of 1988, it is expected that all people have access to education. In 1996, the Education of Youth and Adults is now considered a modality of basic education as of the Law of Guidelines and Bases (LDB nº9394/96). According to article 37 of this Law: “The education of young people and adults will be aimed at those who did not have access to or continuity of studies in education elementary and secondary education at the appropriate age”, that is, Youth and Adult Education (EJA) is directed at a subject with specificities different from the child, the adolescent who is a student in regular education. It is, therefore, in this sense that we continue the discussion by addressing about the public of this modality.

3. WHO ARE THE EJA STUDENTS?

A large proportion of EJA students are individuals who bring with them a history of life marked by struggles and challenges, in which work plays a fundamental role, since, for coming from economically disadvantaged families, for the most part, they see the work as an ally in improving life and therefore, they are motivated to attend school institution in search of new opportunities.

They are people who have cultural concepts and ethical values built from their life experience, which built a vision/conception of the world based

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mainly in their own experiences. As Cavalcante (2017, p.39) describes, the public of EJA is a very heterogeneous group, they are “black, young, elderly, workers, not workers, men and women, who live in the city or in the countryside, (...), with a “baggage”, a knowledge of one’s own developed from survival mechanisms, from one’s social experiences lived in multiple spaces(...)”.

The profile of EJA students in Brazil highlighted several challenges, needs educational and possibilities for improving services to this public. The analysis of studies recent (2013-2023) allowed a broader understanding of the factors that influence the EJA and public policies applied in this scenario.

EJA serves a heterogeneous audience, with an emphasis on students between 30 and 50 years old, the majority being women (Silva, 2022). Most students come from peripheral or rural regions, with vulnerable socioeconomic characteristics and, in their majority, black or brown people, which highlights the relevance of the modality for promoting educational equity in a country with marked racial inequalities (Santos et al., 2022).

Another important finding was school dropout and age-grade distortion, which are recurring problems, generated by a distortion in elementary education, affecting directly contribute to the continuity and success of their studies. Students begin the course without the mastery of basic reading and writing skills makes progression and permanence difficult (Pereira et al., 2020).

The most common challenges faced by EJA students are social, economic and pedagogical. The need to work to survive, move to another city or state, and the lack of school infrastructure makes learning difficult.

According to Martins (2021), many students have difficulties in balancing work and studies, which increases the risk of dropout. Age-grade distortion is also a challenge, because the gap in content and the lack of motivation generated by this situation lead to discontinuity in the educational process (Silva, 2022).

Another critical point is the inadequate training of teachers who, at times, do not have the basic preparation to deal with this audience. The lack of teacher training impacts directly affect the quality of teaching, making it difficult to use effective methodologies for adult learning (Costa & Ribeiro, 2023).

Qualified teachers, who meet the needs of this public, have been appointed as one of the main factors for improving the quality of education in EJA (Gonçalves, 2022).

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The analysis of the educational needs of EJA students highlights the importance of methodologies that consider the students' experiences, something that was already addressed by Freire (2021) in Pedagogy of the Oppressed.

According to Soares et al. (2022), the adoption of active methodologies, such as projects interdisciplinary and collaborative practices, contributes significantly to engagement of EJA students, respecting their experiences. Furthermore, the flexibility curriculum is essential so that these subjects can advance in their learning processes learning with autonomy and meaning.

The prospects for improvement for EJA include the seriousness of management, policies public schools, the adaptation of curricula and the creation of psychological and social support centers in schools, considering the emotional and social difficulties that many face (Silva, 2022; Martins, 2021). The integration of EJA with practices focused on the world of work is essential to ensure its social and economic relevance.

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