Machine Translated by Google
RCMOS - Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

Pedagogical practices for the formation of critical citizenship in Youth and Adult Education Adults: systematic literature review and qualitative meta-synthesis (2016–2026)

Pedagogical Practices for the Development of Critical Citizenship in Youth and Adult Education: A Systematic Literature Review and Qualitative Metasynthesis (2016–2026)

Pedagogical practices for the formation of critical citizenship in youth and adult education: systematic review of literature and qualitative metasynthesis (2016–2026)

Teresinha Martins Pereira – Santa Úrsula University, teresinha.pereira@prof.ce.gov.br

Summary:

The formation of critical citizenship is one of the historical aims of Youth and Adult Education (EJA), especially in the face of challenges related to social participation, the democratization of knowledge, and the expansion of educational rights. In this context, this study aimed to analyze the pedagogical practices described in the scientific literature between 2016 and 2026 that contribute to the development of critical citizenship in EJA. This is a systematic literature review, with a qualitative approach and analytical-interpretative character, conducted according to the recommendations of the PRISMA 2020 protocol and complemented by qualitative meta-synthesis procedures. The searches were carried out in the SciELO, CAPES Journals Portal, ERIC, Redalyc, and Google Scholar databases, resulting in a corpus composed of twenty-one studies. The analysis allowed the identification of four central categories: problematization of reality, valuing the knowledge of the learners, articulation between curriculum, territory and social participation, and teacher mediation as a structuring element of autonomy and awareness. Discussions also emerged related to digital culture, critical information literacy, and financial education as contemporary challenges to civic education. The results show that critical citizenship is not configured as specific curriculum content, but as a pedagogical process built through dialogue, social participation, and critical reflection on reality. The research culminated in the proposition of an interpretative theoretical model and supported the development of a Practical Guide to Citizenship for teachers of Youth and Adult Education.

Keywords: Youth and Adult Education; critical citizenship; pedagogical practices; systematic review; qualitative meta-synthesis.

Abstract:

The development of critical citizenship has historically been one of the main purposes of Youth and Adult Education (YAE), particularly amid challenges related to social participation, the democratization of knowledge, and the expansion of educational rights. In this context, this study aimed to analyze the pedagogical practices described in the scientific literature between 2016 and 2026 that contribute to the development of critical citizenship in Youth and Adult Education. This research consists of a Systematic Literature Review with a qualitative and analytical-interpretative approach, conducted according to the PRISMA 2020 guidelines and complemented by qualitative metasynthesis procedures. Searches were carried out in the SciELO, CAPES Journals Portal, ERIC, Redalyc, and Google Scholar databases, resulting in a corpus of twenty-one studies. The analysis identified four central categories: problematization of reality, recognition of learners' prior knowledge, articulation between curriculum, territory, and social participation, and teacher mediation as a structuring element of autonomy and critical awareness. Discussions on digital culture, critical information literacy, and financial education also emerged as contemporary challenges for citizenship education. The findings indicate that critical citizenship should not be understood as a specific curricular content but as a pedagogical

w

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

process built through dialogue, social participation, and critical reflection on reality. The study resulted in the proposition of an interpretative theoretical model and supported the development of a Practical Guide for Citizenship aimed at teachers working in Youth and Adult Education.
Keywords: Youth and Adult Education; critical citizenship; pedagogical practices; systematic literature review; qualitative metasynthesis.

1. Introduction

Youth and Adult Education (EJA) is a modality of basic education.
intended for individuals whose right to education has been interrupted or denied throughout their lives.
their life trajectories. Although guaranteed by the Federal Constitution of 1988 and the Law of
Guidelines and Bases of National Education (Law No. 9,394/1996), the modality remains
marked by historical challenges related to school retention, social inequality,
economic vulnerability and the limited priority given to public education policies
aimed at young people, adults and the elderly.

In this context, education for critical citizenship emerges as one of the goals.
central to EJA (Youth and Adult Education). More than guaranteeing access to school knowledge, this modality is...
called upon to promote educational processes capable of strengthening the autonomy of individuals,
to broaden their social participation and contribute to a critical understanding of lived realities.
in the territories where they are located. This perspective finds support in the tradition of education.
popular and, especially, in the contributions of Paulo Freire (1987; 1996), for whom education
It should enable a critical reading of the world and the construction of transformative practices.
reality.

Over the past few decades, various studies have discussed the relationship between EJA,
Citizenship, human emancipation, social participation, and popular education. Studies such as those of
Sousa, Aquino and Amorim (2016), Sanceverino and Garbin (2021), Souza, Matta and Amorim (2021),
Santos *et al.* (2023) and Machado *et al.* (2025) show that civic education occupies a position
strategic in contemporary debates about the modality. However, it is observed that part
A significant portion of this production focuses on the conceptual discussion of citizenship or on the analysis of
public policies, resulting in less systematization of effective pedagogical practices.
Developed by teachers to promote the critical civic education of EJA (Youth and Adult Education) students.
This gap becomes particularly relevant in a context marked by the expansion of
social inequalities, due to the massive circulation of information in digital environments, by
The growth of anti-democratic rhetoric and the need to strengthen participation.
w

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

citizen in peripheral territories. In light of these transformations, understanding which practices Pedagogical approaches have been described in the scientific literature as promoting critical citizenship. in EJA (Youth and Adult Education) constitutes an important contribution both to educational research and to... teacher training.

Despite the extensive scientific production related to Youth and Adult Education, Studies that systematize the practices of popular education and citizenship are still limited. pedagogical approaches adopted by teachers to promote the development of critical citizenship in context of the modality. A dispersion of the reported experiences and references is observed. the theoretical frameworks employed and the methodological strategies adopted make it difficult to understand the... The current state of knowledge produced on the subject. Given this context, the present study... This research seeks to answer the following question: what pedagogical practices have been described? in scientific production published between 2016 and 2026 as strategies for development What about critical citizenship in Youth and Adult Education?

The overall objective of this study is to analyze the scientific production published between 2016 and 2026 on pedagogical practices aimed at developing critical citizenship in education. of Young People and Adults, identifying trends, methodological strategies, and theoretical frameworks. and investigative gaps. Thus, the specific objectives listed are:

- To map studies published between 2016 and 2026 that address pedagogical practices. related to the development of critical citizenship in Youth and Adult Education;
- Identify the main theoretical frameworks used by researchers in discussion of critical citizenship and emancipatory education in EJA (Youth and Adult Education);
- Analyze the methodological strategies and pedagogical practices described in the studies. selected;
- To examine the results and contributions attributed to pedagogical practices aimed at Civic education for students in EJA (Youth and Adult Education);
- To identify theoretical and methodological gaps present in the scientific literature, indicating possibilities for future research and for the development of educational products aimed at modality.

The undertaking of this systematic review is based on personal, social and academics.

From a personal and professional standpoint, the research stems from the author's experience as... A teacher in the Youth and Adult Education program. Daily interaction with students whose

w

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

Their trajectories are marked by school interruptions and early entry into the workforce.
Social vulnerabilities and challenges related to the exercise of citizenship have highlighted the
The need for pedagogical practices capable of engaging with these realities. The performance
The role of teachers in this context raises ongoing reflections on which educational strategies can be used.
to contribute to strengthening social participation, autonomy, and critical awareness of individuals.
from EJA.

From a social perspective, the study is justified by the relevance of EJA (Youth and Adult Education) as a policy.
public policy aimed at guaranteeing the right to education and reducing historically inequalities.
Produced in Brazilian society. In peripheral territories and contexts of vulnerability.
In society, the school often represents one of the few institutional spaces for access to
knowledge, social participation, and the strengthening of citizenship. Investigating the practices
Pedagogical approaches related to critical civic education mean contributing to the understanding of
educational processes committed to the democratization of knowledge and to
expansion of social rights.

In the academic field, the research is part of the discussions of the Postgraduate Program.
Bachelor's degree in Development and Peripheries from Santa Úrsula University, especially in
within the scope of reflections on education, territories, citizenship, social inclusion and development.
human.

By systematizing the available knowledge about pedagogical practices aimed at
critical civic education, the research may support both future investigations and
Development of teaching materials for teachers in Adult Education.

Finally, the study aligns with the Sustainable Development Goal.
Sustainable Development Goal 4 (SDG 4) of the United Nations' 2030 Agenda, which proposes to ensure education.
inclusive, equitable and of quality for all, recognizing education as an element
fundamental for promoting citizenship, social justice and sustainable development.

2. Theoretical Framework / Results

2.1 Youth and Adult Education: right, inequality and social dispute

Youth and Adult Education (EJA) cannot be understood solely as a
A school modality designed to make up for stages not completed at the age considered regular.
Its historical development in Brazil is linked to the structural inequalities that permeate...

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS – Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

Access to education, work, income, written culture, and social participation. Paiva, Haddad

Soares (2019) points out that research in EJA (Youth and Adult Education) is built in permanent dialogue with the struggle.
for the right to education, indicating that this modality asserts itself amidst political disputes,
institutional and social factors in expanding schooling for historically excluded individuals.

From this perspective, EJA (Youth and Adult Education) should be situated within the field of social rights, and not just in the...
Regarding the correction of interrupted educational trajectories.

Understanding adult education as a right implies recognizing that its students do not
They arrive at school as subjects defined by lack, delay, or deficiency. Arroyo (2017)
argues that young people, adults, and the elderly in EJA (Youth and Adult Education) are subjects of dense human trajectories.
marked by work, survival, family life, community participation and
through social experiences that produce their own knowledge. For the author, reducing these students
To label them as "outdated" is a form of erasing their histories, as it shifts the focus away from them.
The individual has a socially produced responsibility stemming from inequality. Thus, thinking
Pedagogical practices in adult education require shifting the question "what are they lacking?" to "what
Do experiences, knowledge, and rights permeate their trajectories?

This critical reading also appears in Di Pierro (2005; 2017), when analyzing that EJA
It has historically been treated as a secondary policy within education systems.
According to the author, this modality faces institutional instability and fragile funding.
Discontinuity of programs and insufficient specific policies for teacher training.

This condition has direct impacts on the curriculum and pedagogical practices, a
since teachers and students are frequently subjected to school models
designed for other stages of basic education. Thus, the discussion about citizenship...
Criticism in adult education needs to consider not only the pedagogical discourse, but also the conditions.
concrete circumstances in which teaching practice takes place.

Haddad and Di Pierro (2000) highlight that youth and adult education in Brazil
historically, it has oscillated between emergency literacy initiatives and projects of
Popular education committed to social transformation. This tension remains relevant today.
because different conceptions of EJA (Youth and Adult Education) continue to be debated: a compensatory vision, geared towards...
one approach focuses on accelerated schooling and certification, and another emancipatory approach, which understands the modality as
a space for human development, political participation, and the creation of rights. In this debate, the
The meaning of citizenship is not neutral; it depends on the conception of education that guides the practices.
schoolchildren.

w

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS – Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

EJA, therefore, constitutes a field where education, work, and territory intersect.
Culture and inequality. Frigotto (2001) argues that the relationship between education and work should
to be understood critically, since work is not merely an economic requirement of life.
adulthood, but also a constitutive dimension of social existence. In the case of students of
In adult education (EJA), work experience often precedes or overlaps with schooling, which requires...
curricula capable of addressing the living conditions of students, and not merely adapting existing curricula.
Content presented in a simplified way. Thus, pedagogical practices geared towards critical citizenship.
They need to consider that the subjects of EJA (Youth and Adult Education) concretely experience the effects of...
social, economic and territorial inequalities.

2.2 Critical citizenship: beyond the formal recognition of rights

The notion of citizenship can take on different meanings depending on the political project.
pedagogical foundation that underpins it. In a restricted conception, citizenship can be reduced to
knowledge of rights and duties or formal participation in democratic institutions.
However, in the field of critical education, citizenship is understood as a historical practice.
social and political, related to the ability of individuals to interpret power relations,
to claim rights, participate in collective life and confront processes of exclusion. Chauí (2000)
It states that citizenship involves the exercise of rights, which highlights its conflictive nature and
This is historical because rights are not gifts, but achievements produced in contexts of struggle.
social.

This understanding is particularly relevant for EJA (Youth and Adult Education), since students
Those involved in this type of situation frequently experience concrete instances of rights being denied. Sousa,
Aquino and Amorim (2016) argue that citizenship education in EJA cannot
limiting itself to the mere abstract presentation of legal concepts, as it needs to engage in dialogue with the
real-life conditions of students. For the authors, citizenship takes on a pedagogical meaning.
when it is linked to participation, critical awareness, autonomy and recognition of
subjects as participants in social life. Thus, citizenship in EJA (Youth and Adult Education) should not be treated as
not as isolated content, but as a formative axis that cuts across pedagogical practices.

Sanceverino and Garbin (2021), in systematizing postgraduate research on the
Links between citizenship and adult education indicate that Brazilian academic production has related
This theme relates to processes of social inclusion, emancipation, political participation, and democratization.

w

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS – Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

of knowledge. This observation allows us to understand that citizenship, when situated in
This modality tends to go beyond the legal dimension and take on a formative character.
However, the existence of this debate in academic production does not mean that the practices
pedagogical approaches are not sufficiently systematized. On the contrary, the dispersion of studies
This highlights the need for reviews capable of identifying which strategies have been...
effectively described as promoters of critical citizenship.

Critical citizenship also engages with the perspective of Santos (2010), especially
when the author defends the notion of cognitive justice. For him, there is no full social justice without
recognition of the plurality of knowledge produced by historically diverse groups
marginalized groups. This discussion contributes to thinking about EJA (Youth and Adult Education), since many students bring...
practical, community, professional and cultural knowledge that is not always
Recognized by the school. A pedagogical practice committed to critical citizenship.
It is therefore necessary to link access to systematized knowledge to the recognition of
Knowledge produced through the social experiences of the students.

Saviani (2008), in turn, contributes to avoiding a spontaneous interpretation of
Valuing experience. In historical-critical pedagogy, the school has the function of enabling
to students the appropriation of historically elaborated knowledge, since these
Knowledge is a fundamental tool for a critical understanding of reality.
This contribution is important for EJA (Youth and Adult Education) because it prevents the contextualization from being confused.
with a reduced curriculum. Critical citizenship demands both the valuing of lived experience.
as for access to scientific, historical, philosophical, artistic, and cultural knowledge that allows
to interpret the social determinants of reality.

In this sense, civic education in EJA (Youth and Adult Education) demands a balance between experience and...
Systematization, dialogue and rigor, listening and teacher mediation. Freire (1987) states that reading
The understanding of the world precedes the reading of the word, but this formulation does not imply abandoning the...
school knowledge. Conversely, this means that the literacy process and
Schooling should start from the concrete reality of the subjects in order to critically expand upon it. In
In his pedagogy of autonomy, Freire (1996) reaffirms that teaching requires respect for the knowledge of...
students, but also methodological rigor, research, critical thinking, and ethical commitment. Therefore,
Critical citizenship is not built through abstract discourses about rights, but through practices.
pedagogical approaches that create conditions for individuals to read, problematize, and intervene in
Your reality.

w

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS - Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

2.3 Popular education, Freirean pedagogy and problematization of reality

Popular Education constitutes one of the main theoretical frameworks for thinking about...
Citizenship education in EJA (Youth and Adult Education). Gadotti (2011) understands popular education as a practice
pedagogical and political oriented towards the emancipation of individuals and the transformation of
social conditions of existence. This perspective has historically become established in Brazil in
dialogue with social movements, experiences in adult literacy, practices
Community-based and educational projects committed to popular participation. In the field of
EJA (Youth and Adult Education), this tradition offers an important theoretical basis, as it shifts the school from a position...
from merely transmissive to a dialogical, problematizing, and socially...
referenced.

Freire (1987) criticizes banking education for conceiving it as a practice of depositing
content, in which the educator narrates and the student passively receives. In contrast, it proposes
A problem-posing education, founded on dialogue, praxis, and awareness. Praxis,
In Freire's view, it is not a simple practical activity, but the articulation between action and reflection on the...
world. This concept is crucial to the topic of this article, as it allows us to understand that
Pedagogical practices aimed at critical citizenship should create situations in which students
Interpret real problems, formulate questions, debate collectively, and produce answers.
contextualized.

Pini (2019), in analyzing the experience of the MOVA-Brasil Project, highlights that the
Popular education in human rights, in the literacy process of young people, adults and
The experience analyzed articulates literacy, political awareness, and the exercise of citizenship among the elderly.
This demonstrates that literacy, from this perspective, does not only mean teaching linguistic codes.
but also to enable individuals to participate more fully in social and political spaces. This
This study contributes to the current framework by linking literacy, human rights, and...
citizenship, demonstrating that pedagogical practice in EJA (Youth and Adult Education) can be organized around
A critical reading of reality.

The problematization of knowledge is also evident in recent studies on
Educational practices in EJA. Nascimento and Silva (2025) analyze experiences guided by
Freirean pedagogy indicates that problematization favors the construction of meaning when
School knowledge is placed in relation to the students' concrete experiences.
This perspective reinforces the idea that critical citizenship is not an automatic result of the presence of certain themes.
w

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS – Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

Social issues are included in the curriculum, but it depends on how these topics are addressed. Content...
Regarding rights, for example, it can be approached in a transmissive and memoristic way or
addressed as a social, historical, and political problem that permeates the lives of the students.

Freire's contribution also requires understanding the teacher as a critical mediator.
It is not about replacing the centrality of the teacher with the absolute spontaneity of the...
students, but to reposition teaching as a practice of mediation, listening, systematization and
critical provocation. Tardif (2014) argues that teachers' knowledge is plural, constituted
through disciplinary, curricular, pedagogical, and experiential knowledge. In EJA (Youth and Adult Education), this plurality
This becomes even more evident, as the teacher needs to articulate school content,
students' life experiences, institutional conditions, and social demands of the territory.

Nóvoa (2019) states that teacher training should strengthen professionalism,
The intellectual autonomy and pedagogical judgment capacity of teachers. This
This formulation is relevant to EJA (Youth and Adult Education) because practices aimed at critical citizenship cannot...
They require teachers to rely solely on ready-made materials or curricular prescriptions.
capable of interpreting the classroom context, selecting significant problems, adapting
methodologies, recognizing knowledge and constructing pedagogical interventions consistent with the
The needs of the students. Thus, the systematic review proposed in this article does not seek
It's not just about identifying teaching "techniques," but understanding which pedagogical practices they express.
Critical conceptions about education.

2.4 Contextualized pedagogical practices in EJA (Youth and Adult Education)

The pedagogical practices in EJA (Youth and Adult Education) need to be analyzed in their concrete dimension, because
Emancipatory intent is not achieved solely through theoretical adherence to critical authors.
Trentin (2022), when investigating pedagogical practices in a Youth and Education Center
Adults, it indicates that the classroom is permeated by a historically established school culture.
constituted, which organizes times, spaces, relationships, and ways of teaching. This observation is
It is important because it shows that teaching practice does not develop in a vacuum: it is
conditioned by school routines, institutional expectations, available materials,
Conceptions of learning and traditional modes of school organization.

Matos and Platzer (2018) observe that EJA teachers report the use of strategies
diversified, with projects and teaching materials adapted to the needs of the students.

w

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS - Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

This type of study reveals that pedagogical practice in this modality involves constant efforts.
of mediation between the prescribed curriculum and lived reality. However, it also highlights the
There is a need for greater systematization of the strategies used, as many experiences
They remain restricted to the daily school routine and do not constitute an organized body of
Shareable knowledge.

Reibnitz and Melo (2021), when analyzing research as an educational principle in EJA,
They contribute to the understanding of pedagogical practice as an investigation of reality.
Research, in this case, is not just an academic method, but a formative principle that...
It allows students to raise problems, formulate hypotheses, seek information, and analyze.
data and knowledge production. This methodology is strongly related to critical citizenship.
because it shifts the student from the position of receiver to that of subject who investigates and interprets the
world. When linked to themes of territory, work, health, mobility, of
Whether it's housing or digital communication, school research can promote the practice of
social participation.

Dantas and Silva (2025), when analyzing the EJA in Action Program and the contribution of radio
Studies on curriculum development during the pandemic show that adult education curricula can be adapted.
conceived and practiced through unconventional languages and community media.
This discussion broadens the notion of pedagogical practice, as it demonstrates that educational work...
It can go beyond the physical classroom and engage with media accessible to...
students. For civic education, this point is significant: if the subjects of EJA (Youth and Adult Education) participate
social life also occurs through community radio, social networks, and messaging apps.
and digital services, pedagogical practices need to consider these cultural mediations and
technological.

Contextualized practices can also take on interdisciplinary forms. Gava and
Oliveira (2020), when discussing environmental education with a STS/STSE approach in EJA,
They indicate that the connection between science, technology, society, and the environment can favor...
The exercise of citizenship. This contribution demonstrates that critical citizenship does not belong
It can be exclusively related to a specific discipline or content. It can emerge in practices.
of reading, writing, science, history, geography, mathematics, arts and technologies, provided that the
content should be used to interpret collective problems and broaden participation.
students.

In this direction, Carvalho and Santos (2023) argue that History and Geography can

w

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS - Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

to contribute to civic education in EJA (Youth and Adult Education) by promoting a critical reading of space and time, of social relations and living conditions. This approach is especially relevant in peripheral territories, in which urban, rural, economic and cultural inequalities exist. They permeate the daily lives of students. Critical citizenship, therefore, is not limited to knowledge of political institutions; involves understanding the territory as a space of dispute, of belonging, of denial and of claiming rights.

2.5 Curriculum, territory and periphery: mediations for critical citizenship

The connection between curriculum and territory is a crucial axis for EJA (Youth and Adult Education). Arroyo (2017) argues that curricula need to recognize the social experiences of popular subjects and not just importing standardized content. This defense does not imply denying the right to not just systematized knowledge, but questioning curricula that ignore concrete conditions. students' life experiences. In EJA (Youth and Adult Education), a curriculum focused on critical citizenship needs to consider work, family, mobility, health, housing, violence, access to information, local culture and Community participation as a formative dimension.

Candau (2012) contributes to this discussion by proposing an intercultural education. Criticism. For the author, it is not enough to celebrate cultural differences superficially; it is It is necessary to problematize the power relations that produce inequalities of race, class, gender, territory, and generation. This perspective is relevant to EJA (Youth and Adult Education) because this modality brings together... subjects with heterogeneous trajectories, often marked by multiple forms of exclusion. Pedagogical practices committed to critical citizenship therefore need to create Spaces for recognizing differences and confronting inequalities.

Within the scope of research on development and peripheries, critical citizenship needs to be conceived in relation to the territorial conditions that affect the lives of individuals. Santos (2010) argues that the production of knowledge needs to confront epistemological hierarchies that They disqualify popular and peripheral knowledge. This formulation allows us to understand the territory not as a neutral setting, but as a space for the production of knowledge, conflicts, memories and social practices. Thus, adult education situated in peripheral contexts can become a a space for translation between school knowledge and territorial knowledge, provided that the curriculum is constructed in a dialogical way.

Santos *et al.* (2023) indicate that formative processes in EJA articulate citizenship and

w

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

culture by recognizing students as subjects embedded in social contexts.
specifics. This analysis reinforces that civic education is not limited to the mere transmission of
content about democracy, rights, or participation; it requires practices that enable...
Students relate this content to their concrete experiences. In this sense, citizenship
Criticism takes on a territorialized character: it is constructed in the relationship between school, community,
work, culture and public policies.

This point is especially important for a systematic review of practices.
pedagogical, as it allows differentiating studies that only mention citizenship from those that
They effectively analyze formative practices. A pedagogical activity focused on citizenship.
Criticism needs to present some degree of mediation between school knowledge and reality.
social. It can deal with human rights, environmental education, critical media literacy, history.
local, community participation, work, gender, race, or digital culture; however, to be
Considered critical, it needs to encourage analysis, problematization, participation, and production.
of meanings for the students.

2.6 Digital Citizenship and New Educational Demands in Youth and Adult Education

Although the main focus of this article is critical citizenship, recent production on the subject...
EJA indicates the emergence of themes related to digital culture, remote learning, and circulation.
of information and the use of technologies. Castells (1999) states that the network society
It reorganizes the forms of communication, work, sociability, and political participation.
Based on this interpretation, contemporary citizenship also comes to depend on the capacity to
to access, interpret, produce and evaluate information in digital environments.

Lévy (1999) understands cyberspace as a field of collective production of
knowledge, but this potential does not eliminate inequalities in access, use and
interpretation. For EJA students, digital culture can represent both a
The possibility of expanding social participation as well as a new space for exclusion.
Santaella (2013) argues that digital languages modify reading methods,
attention and learning, requiring new cognitive and communication skills. This
This discussion is relevant to adult education because many students use cell phones and apps.
Messages, social networks, and digital services are part of their daily lives, but they haven't always had access to them.
to systematic processes of critical digital literacy.

w

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS - Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

Buckingham (2010) argues that media literacy should go beyond teaching.
instrumental use of technologies, including critical analysis of the production, circulation, and reception of messages. This contribution helps to understand that digital citizenship is not limited to messages.
not only knowing how to use devices, but also evaluating sources, recognizing interests, identifying Disinformation, protecting personal data, and participating ethically in digital environments. In In dialogue with Freire (1987; 1996), it is possible to affirm that the critical reading of the world, in Contemporary issues also involve a critical reading of digital media and platforms.

Recent studies on remote teaching and EJA, such as those by Bocasanta and Bertaco (2021), Studies indicate that the pandemic has highlighted inequalities in access, retention, and participation in digital contexts. This debate broadens the understanding of critical citizenship by showing that the The right to education, in connected societies, also involves digital inclusion, through Technological mediation and the ability to use information in a safe and reflective way.
Therefore, even though digital citizenship is emerging in the field of EJA (Youth and Adult Education), it constitutes a relevant dimension for current research on pedagogical practices and civic education.

3. Materials and Methods

3.1 Research design

This study is characterized as a systematic literature review, with an approach...
qualitative and analytical-interpretative in nature, developed with the objective of identifying, to analyze and synthesize the scientific production on pedagogical practices aimed at the training of Critical citizenship in Youth and Adult Education (EJA). The systematic review was adopted by to enable the location, selection, and rigorous analysis of scientific evidence produced on a given phenomenon, contributing to the organization of available knowledge, the identification of research trends and recognition of gaps in the literature (Pereira; Galvão, 2014).

In addition to systematizing the studies, the research incorporated procedures for Qualitative meta-synthesis, understood as a methodological strategy aimed at integration. an interpretative analysis of the results of independent research, which allows for the construction of broader understandings of a particular field of research (Sandelowski; Barroso, 2007). Thus, the review was not limited to describing the selected studies, but sought

w

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS – Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

to understand the meanings attributed to pedagogical practices and their contributions to the Development of critical citizenship in adult education.

The entire investigative process was guided by the recommendations of the PRISMA protocol. 2020 *(Preferred Reporting Items for Systematic Reviews and Meta-Analyses),* adapted to specificities of research in Education, ensuring transparency, traceability and rigor. methodological in the stages of identification, selection, analysis and synthesis of studies (Page *et al.,* 2021).

3.2 Search, selection and constitution of the corpus

The review was guided by the following research question: what pedagogical practices have been described in scientific literature published between 2016 and 2026 as strategies for the Developing critical citizenship in Youth and Adult Education?

The searches were conducted in the Scientific Electronic Library Online (SciELO) database. CAPES Periodicals Portal, Google Scholar, Redalyc and Education Resources Information Center (ERIC), selected for their relevance to the fields of Education and Science. Humans. Descriptors in Portuguese and English were used, combined through the following methods: Boolean operators AND and OR. Among the main descriptors used, the following stand out: "Youth and Adult Education", "EJA", "pedagogical practices", "citizenship", "citizenship "critical", "popular education", "emancipatory education", "Youth and Adult Education", "critical citizenship" and "pedagogical practices".

Scientific articles published between 2016 and 2026 were considered eligible. available in full text, submitted to peer review, and addressing practices pedagogical approaches related to civic education in Youth and Adult Education. They were Excluding duplicate studies, works without access to the full text, and research that does not... that specifically addressed EJA (Youth and Adult Education) and productions whose main focus was not related to it. to pedagogical practices or to civic education.

3.3 Study selection process

The selection process occurred in successive stages, involving the identification of records in the consulted databases, removal of duplicates, reading of titles, abstracts and

w

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

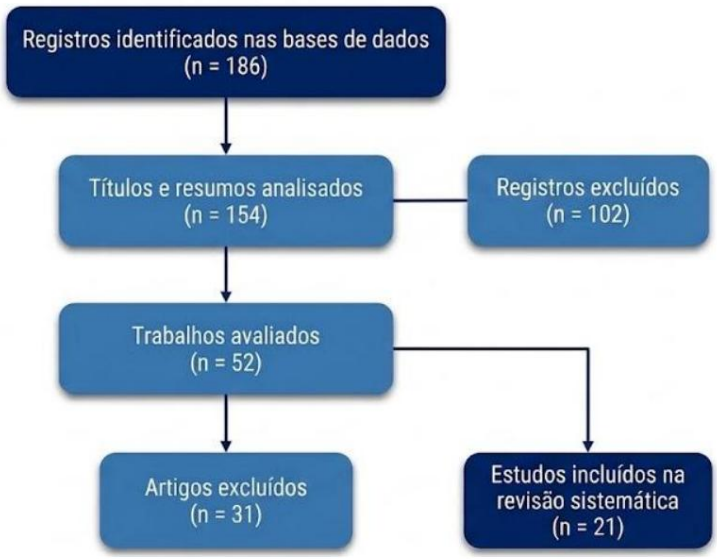
Machine Translated by Google
RCMOS – Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

Keywords, and a full reading of potentially relevant studies. At the end of this
As a result of this process, an analytical corpus was compiled, consisting of twenty-one studies that addressed...
to the established eligibility criteria. The complete flow of identification, screening,
Eligibility and inclusion of studies was organized according to the protocol guidelines.
PRISM.

After executing the search strategies in the selected databases, the following were identified:
186 potentially relevant records. After removing 32 duplicate studies,
154 records remained for title and abstract analysis. At this stage, the following were excluded.
102 works were rejected for not being relevant to the research objective, especially for not...
addressing simultaneously Youth and Adult Education, civic education and practices
pedagogical. Subsequently, 52 articles were submitted for full reading to verify the
eligibility criteria. Of these, 32 were excluded for presenting a focus
predominantly in educational policies, school management, and subject content.
specific or because they do not establish a direct relationship with the formation of critical citizenship. To
At the end of the process, 21 studies fully met the defined criteria and constituted the...
analytical corpus of the systematic review and qualitative meta-synthesis. Figure 1 presents the
Flowchart of the work selection process.

Figure 1 - Flowchart of the corpus selection process.



Source: Prepared by the author (2026).

w

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS - Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

The selected corpus consists of twenty-one studies distributed throughout the last decade, encompassing different educational contexts, theoretical frameworks and strategies Methodological approaches are observed. Qualitative research, case studies, and reports predominate. of experience, intervention research and investigations grounded in the principles of Popular Education.

The productions analyzed include experiences developed in public schools. literacy programs, community projects and civic education initiatives aimed at to the subjects of Youth and Adult Education. In general, studies show concern with the promotion of social participation, student autonomy, and the development of practices. contextualized pedagogical approaches.

The initial analysis of the corpus allowed us to identify four major thematic areas. Recurring themes: problematizing reality, valuing the knowledge of the students, The articulation between curriculum and territory and teacher mediation as a structuring element of civic education. In addition to these themes, discussions about technologies emerged. Digital literacy, critical literacy, and the contemporary challenges of citizenship in digital environments.

The temporal distribution of the studies demonstrates the continued academic interest. through the relationship between Youth and Adult Education and civic education throughout the last decade. Although the theme is present throughout the analyzed period, a growth is observed. most significant of the publications from 2020 onwards, especially in research focused on emancipatory pedagogical practices, popular education, and the challenges posed by culture. digital.

Studies published between 2016 and 2019 focus predominantly on Valuing the knowledge of students, their social participation, and their contributions to pedagogy. Freirean. More recent works, however, broaden the debate to include issues related to digital literacy, critical financial education, combating misinformation, and new forms Citizen participation mediated by technology.

This movement reveals the capacity of the EJA (Youth and Adult Education) field to incorporate demands. emerging from contemporary society without abandoning the historical principles linked to Democratic and emancipatory education. Table 1 presents the characterization of the studies.

w

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS - Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

Table 1 – Characterization of the studies included in the systematic review.

Author Code/Year		Type of study	Pedagogical practice / main focus	Category from the metasynthesis
E01	Silva and Ax (2021)	Report of experience	Popular Education and teacher training	Problematicizing reality
E2	Ferrari and Hanoff (2020)	Search qualitative	Freirean practices in EJA	Problematicizing reality
E3	Silva and Faria (2022)	Theoretical essay reflective	Education emancipatory and awareness	Problematicizing reality
E4	Novello and Porto (2020)	Search applied	Environmental education critique	Problematicizing reality
E5	Macário and Rodrigues (2020)	Search qualitative	Pedagogy liberating and empowerment	Problematicizing reality
E06	Sanceverino (2016)	Theoretical study	Mediation pedagogical and dialogue	Knowledge of the students
E7	Silva, Moura and Santos (2021)	Search qualitative	Relations ethnic-racial issues and adult education	Knowledge of the students
E08	Dulgheroff and Silva (2022)	Search applied	Strategies pedagogical participatory	Knowledge of the students
E09	Dias and Silva (2021)	Case study	Contexts and experiences of the students	Knowledge of the students
E10	Silva *et al.* (2024)	Search qualitative	School attendance and trajectories students	Knowledge of the students
E11	Santos and Pereira (2020)	Search documentary	Curriculum Meanings in EJA	Curriculum, territory and social participation

w

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS - Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

Table 1 – Characterization of the studies included in the systematic review.

E12	Pine, Carmo and Pina (2020)	Study curriculum	Construction curriculum participatory	Curriculum, territory and social participation
E13	Gava and Oliveira (2020)	Search applied	Environmental education CTS/CTSA	Curriculum, territory and social participation
E14	Oak and Santos (2023)	Study pedagogical	History and Geography for citizenship	Curriculum, territory and social participation
E15	Souza (2022)	Search qualitative	Teaching Geography and territory	Curriculum, territory and social participation
E16	Rosa *et al.* (2022)	Search qualitative	Challenges methodological from the teaching in EJA (Youth and Adult Education)	Teacher mediation
E17	Freitas and Pires (2021)	Revision analytical	Panorama of pedagogical practices	Teacher mediation
E18	Almeida, Lago and Figueiredo (2021)	Search collaborative	Critical education and learning collective	Teacher mediation
E19	Siqueira (2023)	Search qualitative	Reflections on teaching practices	Teacher mediation
E20	Santos and Carmona (2024)	Search qualitative	Digital literacy	Teacher mediation
E21	Barreto, Lamb and Santos (2022)	Search theoretical	Curriculum and performance teacher in EJA (Youth and Adult Education)	Teacher mediation

Source: Prepared by the author (2026).

After the corpus was compiled, the selected studies were subjected to a process.
A systematic approach to analytical reading and data organization. Initially, a matrix was developed.
extraction containing information regarding authorship, year of publication, objectives,
methodological procedures, investigated context, described pedagogical practices and main
results presented.

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS – Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

Next, the texts were read in their entirety with the aim of identifying approaches, recurrences and contributions related to the formation of critical citizenship in Youth and Adult Education. The analytical process was conducted through coding. thematic, allowing the grouping of studies based on common elements present in pedagogical experiences investigated.

Subsequently, the data were subjected to qualitative meta-synthesis, a procedure which made it possible to integrate the results of the studies and construct more comprehensive interpretations. Regarding the phenomenon under investigation, the analysis revealed four major recurring thematic axes. In literature: problematizing reality as the foundation of civic education; Valuing the knowledge of the students; the connection between curriculum, territory, and participation. social; and teacher mediation as a structuring element of awareness-raising processes and autonomy.

Based on the integration of these categories, an interpretative theoretical model was developed. capable of explaining the identified relationships between pedagogical practices and citizenship education. Critique in Youth and Adult Education. This procedure allowed us to go beyond the simple description of the selected studies, favoring the production of a more comprehensive understanding. comprehensive overview of the pedagogical approaches indicated in the literature for the promotion of Critical citizenship in this modality.

4. Results and Discussion

The descriptive analysis of the corpus allowed us to identify general trends in the practices. pedagogical approaches adopted in Youth and Adult Education. However, understanding the The contribution of these practices to the formation of critical citizenship required a movement. a more in-depth interpretative process. For this, the selected studies were subjected to a qualitative meta-synthesis process, with the aim of identifying meanings, approximations and recurring themes found in the literature analyzed.

From this process emerged four major analytical categories: the problematization of reality as the foundation of civic education; the valuing of students' knowledge as starting point of pedagogical action; the connection between curriculum, territory and participation. social; and teacher mediation as a structuring element of autonomy and awareness. In addition to these categories, an emerging dimension related to challenges was identified.

w

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS – Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

contemporary civic education, especially those linked to digital technologies, to
Digital culture and financial education.

The categories presented below should not be understood in isolation.
On the contrary, they constitute interdependent dimensions that, when articulated, contribute to explaining the pedagogical processes associated with the formation of critical citizenship in Youth and Adult Education Adults.

4.1 Problematizing reality as a foundation for civic education

The analysis of the selected studies shows that problematizing reality
This constitutes one of the main foundations of pedagogical practices aimed at the formation of Critical citizenship in Youth and Adult Education. Regardless of the different
Regarding the methodologies employed, a significant convergence is observed among the authors. They argue that educational processes aimed at young people, adults, and the elderly should start from... from the concrete experiences of the students, their living conditions and the contradictions present in the social contexts in which they are embedded.

This perspective finds its main foundation in Freirean pedagogy. For Freire (1987), education committed to human emancipation cannot be restricted to transmission of pre-defined content, since its social function consists of creating conditions that allow individuals to critically understand reality and recognize themselves as historical agents capable of transforming it. A critical reading of the world precedes a reading of... The word constitutes the starting point for the construction of socially understood knowledge. Significant. In this understanding, citizenship does not emerge as curricular content. isolated, but as a result of educational processes that favor the critical analysis of social, economic, political, and cultural relationships that structure daily life.

The studies analyzed demonstrate that this Freirean influence remains strong. present in contemporary academic production on EJA. Ferrari and Hanoff (2020), to to investigate Paulo Freire's contributions to the pedagogical practices developed in modality, they identify that the methodologies most frequently associated with training Citizen-based activities include discussion groups, problematizing everyday situations, and thematic debates. and the collective construction of knowledge. In these experiences, school content ceases to be... to be understood as ends in themselves and begin to function as instruments for

w

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS – Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

to interpret broader social phenomena, such as inequality, work, participation Politics, social rights, and power relations.

Similarly, Silva and Machado (2021), when analyzing training experiences Teachers grounded in Popular Education emphasize that educational processes gain greater meaning when linked to the students' concrete experiences. The authors They observe that critical reflection on the problems present in the community favors It fosters social awareness and expands opportunities for civic participation.

The centrality of problematization is also evident in studies that address the emancipatory education as a pedagogical horizon for EJA (Youth and Adult Education). Silva and Faria (2022) argue What educational practices committed to the emancipation of individuals should enable? A critical reading of reality, questioning inequalities, and understanding relationships. social factors that shape students' experiences. From this perspective, knowledge Schooling takes on a broader social function, contributing to the formation of capable individuals. to interpret and intervene in their contexts of existence.

Another recurring aspect identified in the literature refers to the use of social themes. and environmental factors as triggers for educational processes. Novello and Porto (2020), when discussing critical environmental education practices in EJA, demonstrate that the analysis of concrete problems related to the territory, the environment, and the living conditions of The community fosters the construction of knowledge that is aligned with the real needs of... students. Problem-solving, in this context, functions as a strategy to bring the school of social reality.

Macário and Rodrigues (2020) reinforce this understanding by highlighting that pedagogy Liberating education seeks to break with educational models centered on student passivity. According to the authors, pedagogical work based on dialogue and critical analysis of This reality contributes to strengthening the students' protagonism and to the expansion of... of their capacity for social participation.

The literature reviewed also suggests that problematizing reality acts as an articulating element between school knowledge and citizenship. In several studies, the Civic education is not associated with the mere acquisition of information about democracy, rights, or political institutions. On the contrary, it is described as a process of building political institutions. Interpretive abilities that allow individuals to critically understand problems. present in their territories and positioning themselves in relation to them. This finding reinforces the

w

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS – Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

understanding that citizenship in EJA (Youth and Adult Education) should be understood as a social practice and not just as teaching content.

Another relevant aspect concerns the relationship between problematization and autonomy. The research analyzed indicates that pedagogical practices based on dialogue and... Research tends to favor student leadership, since it allows them to... to assume an active role in the construction of knowledge. This movement is similar to Freire's conception of education as a practice of freedom, in which teaching does not mean Not only to transfer knowledge, but also to create conditions for its collective production.

The meta-synthesis carried out allows us to conclude that problematizing reality constitutes the organizing core of pedagogical practices most strongly associated with the training of Critical citizenship in Youth and Adult Education. More than a specific methodology, This is a pedagogical principle that guides the selection of content and the organization of... activities, the relationship between teachers and students, and the meanings attributed to the process. Educational. Studies converge in indicating that civic education is becoming more consistent. when school knowledge is used to understand concrete problems of social life, strengthening autonomy, participation, and the capacity for intervention of students in their contexts of existence.

4.2 Students' knowledge as a starting point for pedagogical action

The second emerging category from the meta-synthesis highlights that pedagogical practices Programs aimed at fostering critical citizenship in Youth and Adult Education are structured, in In a recurring way, based on the recognition of the knowledge produced by the students themselves. throughout their life trajectories. The literature analyzed demonstrates that the appreciation of The social, cultural, professional, and community experiences of the students constitute not only a methodological strategy, but also a political-pedagogical stance that It redefines the relationships between school knowledge, curriculum, and citizenship.

Historically, the schooling of young people and adults has been marked by perspectives. compensatory measures that conceived of students based on what they lacked: years of study, mastery of reading and writing or school certification. This logic produced educational practices. focused on correcting deficits and adapting individuals to traditional school models. However, the studies analyzed reveal a movement of rupture with this understanding.

w

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS - Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

proposing an approach that recognizes students as historical subjects and producers.
of knowledge.

This perspective finds support in the reflections of Arroyo (2017), for whom the
Adult education students cannot be reduced to the status of subjects with schooling.
interrupted. According to the author, they carry experiences built up at work, in the family,
in community organizations, social movements, and different spaces of
Coexistence, legitimate sources of knowledge that need to be incorporated into educational processes.

The selected studies demonstrate that valuing these experiences favors...
building more meaningful and socially contextualized pedagogical practices.
Sanceverino (2016), when discussing pedagogical mediation in EJA (Youth and Adult Education), highlights that the dialogue between
School knowledge and experiential knowledge broaden the possibilities for participation of
students and strengthens their inclusion in the educational process. Recognition of experiences
The students' involvement contributes to building stronger ties with the school and to the
Strengthening the identity of individuals as active participants in learning.

Similarly, Silva, Moura and Santos (2021), when analyzing pedagogical practices
related to ethnic-racial relations in EJA (Youth and Adult Education), they identify that the recognition of trajectories
The cultural and social experiences of students favor the construction of environments
more inclusive and democratic educational experiences. In these experiences, the knowledge produced
through the communities and social groups of the students, these elements become integrated into the curriculum and...
to guide a significant portion of the activities carried out in the classroom.

Another recurring aspect refers to the use of methodologies that stimulate...
expression of the individual and collective experiences of the students. Dulgheroff and Silva (2022)
They highlight that participatory strategies, such as discussion groups, experience sharing, and debates
Collaborative activities and learning contribute to students recognizing the value of their...
knowledge and understand its relevance to building their learning. These
These practices promote the development of academic self-esteem and increase students' confidence.
students in their ability to participate.

Studies by Dias and Silva (2021) reinforce this understanding by showing that the
The life contexts of the students are central elements for the organization of practices.
pedagogical. The authors observe that educational processes become more meaningful.
when school curricula engage with students' concrete experiences,

w

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS - Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

enabling closer relationships between knowledge, social reality, and education.
citizen.

Valuing the knowledge of students is also associated with discussions about...
school retention and belonging. Silva *et al.* (2024) argue that recognition
Understanding students' trajectories contributes to strengthening their retention in school, as it fosters...
building more respectful and welcoming pedagogical relationships. When the subjects
They realize that their knowledge is validated in the school environment, thus expanding their...
possibilities for participation and engagement in educational processes.

This discussion is similar to Santos' (2010) reflections on the ecology of knowledge.
According to the author, the production of knowledge is not limited to academic spaces or
scientific, it being necessary to recognize the legitimacy of knowledge constructed in different
social and cultural contexts. This perspective allows us to understand that adult education students do not
not as passive recipients of knowledge, but as subjects who possess experiences and
Essential knowledge for building the educational process.

The literature analyzed also shows that the recognition of the knowledge of
Educating students has direct implications for the formation of critical citizenship. By valuing the
Students' experiences and pedagogical practices contribute to strengthening...
Autonomy, participation, and the capacity for reflection on reality. The subjects leave behind
They move from occupying a peripheral position in the educational process to acting as protagonists.
in the construction of knowledge.

The meta-synthesis allows us to conclude that valuing the knowledge of the students constitutes
one of the pillars of pedagogical practices aimed at fostering critical citizenship in education
For young people and adults. More than a methodological resource, it is a principle.
A pedagogical approach that recognizes human experience as a constitutive dimension of learning.
and citizen participation. Studies converge in demonstrating that civic education becomes
It is more consistent when the school recognizes and engages with the knowledge produced by...
students throughout their life journeys.

4.3 Curriculum, territory and social participation

The third emerging category from the meta-synthesis highlights the formation of citizenship.
Criticism in Youth and Adult Education is deeply related to the articulation between

w

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS – Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

Curriculum, territory, and social participation. The studies analyzed indicate that the practices
The most meaningful pedagogical approaches are those that establish connections between the content.
schools and the concrete life contexts of the students, recognizing the territory as
a space for the production of knowledge, identities, conflicts, memories, and possibilities of
social transformation.

Historically, the school curriculum was conceived based on references.
universalizing perspectives, often detached from the experiences of people from the working classes.
In EJA (Youth and Adult Education), this distance tends to produce even more intense effects, since the students...
They bring trajectories marked by work experiences, social mobility, and exclusion.
educational integration and inclusion in peripheral territories. In this context, the literature analyzed points out
for the need for curricula that engage with the concrete realities of the students and
recognize the social challenges present in their living spaces.

Santos' reflections (2006) offer an important contribution to this understanding.
by conceiving of territory not only as physical space, but also as a result of
social, economic, cultural, and political relations that develop within it. From this perspective,
Understanding the territory also implies understanding inequalities, the processes of
exclusion, forms of resistance, and possibilities for social participation present in life
everyday life of individuals.

The selected studies demonstrate that pedagogical practices that incorporate the
Territory as a structuring element of the curriculum favors more consistent processes of
civic education. Santos and Pereira (2020), when discussing the meanings of the curriculum in EJA,
They argue that curriculum development needs to consider experiences and needs.
concrete examples from students, breaking with overly prescriptive models and
decontextualized. According to the authors, the approximation between the curriculum and social reality
It contributes to making school knowledge more meaningful and socially relevant.

Similarly, Pinheiro, Carmo and Pina (2020) identify that processes of
Participatory curriculum development expands the possibilities for student engagement.
in defining the themes, problems, and content addressed in the classroom. In these experiences,
Students cease to occupy a passive position in relation to the curriculum and begin to participate.
actively involved in building their educational paths.

Another set of evidence refers to the use of territorial issues as
organizing axis of pedagogical practices. Gava and Oliveira (2020), in developing

w

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS – Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

Experiences in environmental education based on the STS/STSE approach demonstrate that the analysis of environmental problems present in the community favors the articulation between the Scientific knowledge, social participation, and the exercise of citizenship. Students are invited to investigate specific situations related to the environment, public health and to the living conditions of the population, developing critical analysis and skills. social intervention.

This connection between territory and curriculum is also observed in studies focused on to the teaching of History and Geography. Carvalho and Santos (2023) argue that these areas of Knowledge has great potential to contribute to civic education when it addresses... Topics related to territorial dynamics, social inequalities, and cultural identities. and to the historical processes that influence the lives of students. According to the authors, the study Understanding the territory allows students to broaden their understanding of the mechanisms that produce exclusion and inequality, strengthening their capacity for social participation.

Along the same lines, Souza (2022) highlights that the teaching of Geography in EJA can to foster the development of critical citizenship by encouraging an understanding of lived space and relationships. of power structures present in the territory and of the forms of social organization existing in the communities. The territory ceases to be merely an object of observation and becomes a space for action. citizen-led and focused on collective transformation.

The studies analyzed also show that social participation occupies a central place. in pedagogical practices related to the territory. In several experiences, the school It transcends its physical boundaries and establishes relationships with community associations and movements. social services, public facilities, and local initiatives. These actions broaden opportunities for Student participation strengthens their involvement in life-building processes. collective.

The literature also suggests that the connection between curriculum and territory contributes to to overcome restricted conceptions of citizenship based exclusively on formal knowledge of Rights and duties. Citizenship is now understood as a situated, constructed social practice. through the participation of individuals in the spaces where they live and work. In this way, the The exercise of citizenship is not limited to the institutional sphere, but also involves other forms. daily activities of community organization, claiming rights, cultural production and social intervention.

w

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS – Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

The meta-synthesis carried out allows us to conclude that the articulation between curriculum, territory and social participation is one of the main paths indicated by the literature for the The formation of critical citizenship in Youth and Adult Education. The studies converge on to demonstrate that contextualized pedagogical practices, committed to the reality of Educated and open to dialogue with the territories, they significantly expand the possibilities. building autonomy, critical awareness, and citizen participation.

4.4 The teacher as a mediator of autonomy and awareness

The fourth emerging category from the meta-synthesis highlights the formation of citizenship. Criticism in Youth and Adult Education depends significantly on the teacher's performance. The studies analyzed converge in indicating that the pedagogical practices most associated with The development of autonomy, social participation, and critical awareness are not... linked not only to the selection of specific content or methodologies, but also to the form How teachers organize pedagogical mediation processes and establish relationships. with the students.

The literature shows a progressive departure from traditional conceptions of Teaching methods focused on the transmission of knowledge are being replaced by a growing emphasis on understanding. the teacher as a mediator in the educational process, responsible for creating conditions so that students reflect critically on reality, constructing socially relevant knowledge. meaningful and develop capacities for civic participation. This perspective finds strong support in the thought of Paulo Freire (1996), for whom teaching does not mean Not just transferring knowledge, but creating possibilities for the production and reconstruction of knowledge. by the subjects themselves.

In Freirean pedagogy, teacher mediation is based on dialogue and respect for... The teacher does not occupy a position of... intellectual superiority in relation to the students, but participates in a collective process of knowledge construction. This concept is especially relevant for EJA (Youth and Adult Education), since that students arrive at school with experiences accumulated throughout their lives and Knowledge acquired through work, family, and community participation.

The studies analyzed confirm the importance of this pedagogical approach. Rosa *et al.* (2022), when investigating methodological challenges of teaching in EJA, identify that the

w

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS - Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

The most successful teachers in promoting student participation are those who
They develop dialogical practices, value the experiences of the learners, and establish
Horizontal relationships in the educational process. According to the authors, teacher mediation.
plays a decisive role in building environments conducive to development.
autonomy and student leadership.

Similarly, Freitas and Pires (2021), when analyzing pedagogical practices
Developed in this modality, they observe that civic education tends to occur with greater
intensity increases when teachers adopt an investigative and problem-solving approach.
encouraging students to question situations of inequality and reflect on social rights.
and participate in the collective construction of knowledge. In these experiences, the teacher acts as
facilitator of reflective processes that go beyond the limits of school learning.
traditional.

Another recurring aspect in the literature refers to the teacher's ability to establish
Connections between curricular content and the social contexts experienced by students.
Almeida, Lago and Figueiredo (2021) highlight that pedagogical practices based on
Collaboration and critical reflection foster the construction of more meaningful learning.
especially when the content relates to the specific needs of the students and to
problems present in their territories.

Teacher mediation is also associated with the construction of autonomy. For Freire
(1996), autonomy is not an individual attribute that develops spontaneously, but rather
result of educational processes that stimulate the capacity for decision-making, reflection and
The participation of the subjects. The studies analyzed indicate that teachers committed to
This perspective tends to develop strategies that broaden student participation.
in organizing activities, choosing topics to be covered, and evaluating the
learnings.

Siqueira (2023), when reflecting on teaching practices in EJA, argues that the performance
The teacher exerts a direct influence on how students perceive their role in
educational process. According to the author, pedagogical environments marked by dialogue, by
Welcoming and valuing the experiences of students contribute to strengthening
feelings of belonging and trust, fundamental elements for the exercise of
citizenship.

w

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS - Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

Studies also show that teacher mediation involves specific challenges. Barreto, Cordeiro and Santos (2022) highlight that many teachers work in contexts marked by structural limitations, diversity of educational trajectories, age differences and Complex social demands. Such conditions require ongoing training and the ability to... Adapting teaching practices to the characteristics of the students served by this modality.

In this sense, the literature reinforces the importance of teacher training for the construction of pedagogical practices committed to critical citizenship. The teacher's role does not It can be reduced to the application of previously defined techniques or methodologies. Conversely, It requires a critical understanding of social reality, mastery of the fundamentals of adult education, and the ability... to build contextualized and participatory educational proposals.

The meta-synthesis carried out allows us to conclude that teacher mediation constitutes a A structuring element in the formation of critical citizenship in Youth and Adult Education. More Rather than being a transmitter of content, the teacher emerges in the literature as an articulator of processes of awareness, dialogue, and social participation. Studies converge in indicating that pedagogical practices geared towards critical citizenship depend on teacher performance capable of recognizing students as historical subjects, valuing their knowledge and promoting Conditions for the exercise of autonomy and citizen participation.

4.5 New challenges for civic education in EJA (Youth and Adult Education)

Analysis of the most recent studies included in the corpus reveals the emergence of new demands related to civic education in Youth and Adult Education. Although the Literature continues to be strongly anchored in the principles of popular education and participation. Regarding social issues and human emancipation, there is a growing concern about the impacts of... Digital technologies in the daily lives of students and in contemporary modes of learning. of citizenship.

The technological transformations that have occurred in recent decades have altered significantly changes the ways of accessing information, communication, and political participation and to social inclusion. In this context, citizenship has come to involve skills that go beyond... knowledge of civil, political, and social rights traditionally discussed in the environment school. It became necessary to critically understand the information flows, to evaluate the

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS - Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

reliability of received information, protecting personal data, using technologies of
Ethically, participate in digital spaces for social interaction.

The studies analyzed indicate that many students in adult education experience processes of
Digital inclusion is marked by contradictions. Although access to mobile devices and networks...
Although social development has expanded significantly, challenges related to the critical use of...
technologies, to the interpretation of digital content and to the identification of false or false information
manipulated. Such issues acquire special relevance in a context characterized by
accelerated circulation of information and the growing influence of digital platforms on
shaping public opinion.

Santos and Carmona (2024), when investigating literacy and reading experiences
Digital literacy in EJA (Youth and Adult Education) highlights the development of critical thinking in relation to information.
Information shared in digital environments constitutes a fundamental dimension of civic education.
contemporary. According to the authors, pedagogical practices focused on the critical analysis of news,
Hate speech, disinformation, and fake news contribute to strengthening autonomy.
to intellectually enhance the students' skills and broaden their capacity for qualified social participation.

The literature also shows that digital culture should not be understood only
as a set of technological tools. It is a social phenomenon that modifies
the forms of sociability, the production of knowledge, and the exercise of citizenship. In this
From this perspective, the pedagogical work developed in EJA (Youth and Adult Education) needs to create opportunities for...
students understand the mechanisms of operation of digital platforms,
economic interests in the circulation of information and the social impacts of technologies on
collective life.

Another emerging aspect identified in the studies relates to financial education.
Criticism. Traditionally associated with individual economic planning, education
Financial terms are being reinterpreted by critical approaches that relate them to conditions.
concrete aspects of individuals' lives, social inequalities, and the dynamics of consumption.
contemporary. This perspective is especially relevant to Youth and Adult Education.
considering that many students face situations of economic vulnerability,
indebtedness and precarious employment.

The studies analyzed suggest that pedagogical practices focused on financial education
They can contribute to civic education when they go beyond strictly technical approaches.
and they begin to question issues related to consumption, credit, and the family budget,

w

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS – Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

to consumer rights and economic inequalities. In these cases, knowledge
Financial literacy is no longer treated as an individual skill and is now integrated into processes.
broader understandings of social reality.

The connection between digital citizenship and financial literacy is particularly evident.
Relevant in the current context. The expansion of digital services, online shopping, and...
Financial applications and electronic payment systems require that the subjects
Develop skills related to the conscious management of financial resources.
Regarding digital security and the protection of personal data. Thus, civic education
contemporary society incorporates knowledge and skills that were not present in the past.
Educational discussions from previous decades.

Recent studies also indicate that technologies can play a role.
Plays an important role in expanding the social participation of adult education students. Platforms
Digital technologies, social networks, and virtual environments can facilitate access to information and strengthen...
Community mobilization processes and expanding opportunities for public expression.
However, such potential only materializes when accompanied by processes.
Educational tools that encourage critical thinking and the conscious use of these tools.

The meta-synthesis carried out allows us to understand that the formation of critical citizenship in
Contemporary times demand the incorporation of new themes and challenges into pedagogical work.
Developed in the Education of Young People and Adults. Without abandoning the historical principles of
Regarding emancipatory education, the literature points to the need to include discussions about...
digital culture, critical information literacy, data protection, financial education and
New forms of social participation mediated by technology. In this way, the
understanding citizenship, articulating the traditional challenges of social inclusion with the demands
emerging from the digital society.

Final Considerations

The present research aimed to analyze, between 2016 and 2026, the practices
pedagogical approaches described in the scientific literature that contribute to the development of
Critical citizenship in Youth and Adult Education: Based on a review.
Through a systematic review of the literature combined with qualitative meta-synthesis, it was possible to identify trends.
theoretical approaches and recurring pedagogical strategies in the field of EJA (Youth and Adult Education), which allowed
w

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS - Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

to build an integrated understanding of the educational processes related to training.
citizen.

In response to the research question, the results indicate that critical citizenship in
Adult and youth education does not develop through the mere transmission of content.
regarding rights, duties, or political participation. The literature analyzed shows that its
Construction is associated with pedagogical practices that value the experiences of the learners.
They promote the problematization of reality, articulate the curriculum and the territory, and favor the
Active participation of individuals in educational processes. Thus, civic education emerges.
as a result of pedagogical relationships based on dialogue, critical reflection and
social participation.

The meta-synthesis carried out allowed the identification of four major structuring categories of
Pedagogical practices aimed at fostering critical citizenship: problematizing reality.
as the foundation of educational action; the valuing of students' knowledge as a point of
The starting point of learning; the connection between curriculum, territory, and social participation; and the
teacher mediation as an organizing element of the processes of autonomy and
awareness. In addition to these categories, a dimension related to challenges emerged.
contemporary aspects of citizenship, involving digital culture, critical information literacy and
financial education.

One of the main findings of the research is the observation that pedagogical practices
most frequently associated with civic education share a set of principles.
common principles, regardless of the specific methodologies adopted. Among these principles
Key aspects highlighted include the centrality of the learners' experience and dialogue as a strategy.
knowledge construction, contextualization of school content, and commitment to
the transformation of social reality. Such evidence reinforces the permanence and relevance of
Contributions of popular education and Freirean pedagogy to Youth and Adult Education
Adults.

From a theoretical point of view, the main contribution of this study lies in the construction of
an interpretative model capable of explaining the relationships identified between pedagogical practices.
and the formation of critical citizenship in EJA (Youth and Adult Education). The proposed model highlights that citizenship should not
to be understood not as specific curriculum content, but as a result of processes.
pedagogical approaches that combine teacher mediation and the valuing of students' knowledge,
problematization of reality, social participation, and autonomy. This understanding broadens the

w

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS - Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

debate on civic education by emphasizing its procedural, contextualized nature and socially situated.

The research contributions also have practical implications for teachers. managers and other professionals working in Youth and Adult Education. The results They suggest that pedagogical practices committed to civic education should start from... Students' concrete experiences promote critical reading of social problems. present in the territories and create opportunities for the active participation of students in knowledge building. Furthermore, the incorporation of themes related to culture. Digital literacy, financial education, and combating misinformation constitute a challenge. relevant to contemporary pedagogical practice.

Among the limitations of the research, the choice to analyze exclusively studies stands out. Published in scientific article format and available in selected databases. Although this While this approach may have provided greater methodological rigor, other academic productions Relevant works, such as dissertations, theses, books, and institutional documents, were not included. incorporated into the analyzed corpus. In addition, the review focused on productions published between 2016 and 2026, which limits the analysis to contributions prior to that period. investigated.

As a guide for future research, it is recommended that empirical studies be conducted. that investigate the concrete application of the pedagogical practices identified in this review in different contexts of Youth and Adult Education. They also show promise. investigations related to digital citizenship, the critical use of technologies, and education. financial and forms of social participation developed by students in environments digital. Another relevant field concerns the evaluation of the impacts of educational products. focused on civic education, especially in contexts marked by social inequalities and territorial.

Finally, the results of this systematic review served as a theoretical and methodological basis. for the preparation of the Practical Guide to Citizenship, an educational product developed in The scope of this research. The categories emerging from the meta-synthesis guided the definition of thematic axes, pedagogical strategies, and proposed activities that comprise the material. In this way, the educational product represents a pedagogical translation of knowledge systematized by research, seeking to bring scientific evidence closer to Teaching practice in Youth and Adult Education. It is hoped that the guide will contribute to strengthening

w

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

educational processes committed to autonomy, social participation, and the construction of critical citizenship, reaffirming the school as a space for human, democratic and education. emancipatory.

References

ALMEIDA, Ricardo Régis de; LAGO, Neuda Alves do; FIGUEIREDO, Francisco José Quaresma de. **Critical-collaborative language education through English:** an experience with Youth and 2021. https://doi.org/10.1590/010318131103021152021017. Adult Education students.

ARROYO, Miguel González. **Passengers of the night:** from work to adult education: itineraries for the right to a just life. Petrópolis: Vozes, 2017.

BARRETO, Magnólia Lima; CORDEIRO, Rogério Soares; SANTOS, Lázaro Araújo. **Curriculum theories in articles on Biology and Youth and Adult Education in Brazil.** 2022. https://doi.org/10.26843/rencima.v13n6a30.

BOCASANTA, Daiane Martins; BERTACO, Isabelle. Virtual reading encounters in EJA: limits and possibilities of pedagogical practices in pandemic times. **Olhares & Trilhas,** Uberlândia, v. 23, n. 2, p. 616–637, Apr./Jun. 2021. ISSN 1983-3857.

BUCKINGHAM, David. **Digital culture, media literacy and the place of schooling.** Education & Reality, 2010.

CANDAU, Vera Maria Ferrão. Cultural differences, interculturality and human rights education. **Education & Society,** 2012.

CARVALHO, Josias Ivanildo Flores de; SANTOS, Francisco Kennedy Silva dos. **Youth and Adult Education (EJA):** teaching and training for citizenship in school with Geography and History. 2023. https://doi.org/10.51359/2238-6211.2023.259262.

CASTELLS, Manuel. **The Network Society.** São Paulo: Paz e Terra, 1999.

CHAUÍ, Marilena de Souza. **Invitation to Philosophy.** 7th ed. São Paulo: Ática, 2000.

DANTAS, Fabíola Maria; SILVA, Francisco Canindé da. EJA in Action Program: the contribution of radio in the weaving of curricula for/with the education of young people and adults. **Brazilian Journal of Education,** Rio de Janeiro, v. 30, e300021, 2025. DOI: https://doi.org/10.1590/S1413-24782025300021. Available at in: https://www.scielo.br/j/rbedu/. Accessed on: May 31, 2026.

DIAS, Andiara Martins; SILVA, Danilo Pereira da. Context of Youth and Adult Education. **Revista Cocar,** [S. l.], v. 15, n. 32, 2021. Available at: https://periodicos.uepa.br/index.php/cocar/article/view/3869. Accessed on: May 31, 2026.

DI PIERRO, Maria Clara. **Youth and adult education in Latin America and Brazil:** recent trajectories and perspectives. Cadernos CEDES, 2017.

DI PIERRO, Maria Clara. Notes on the Redefinition of the Identity of Public Policies for Youth and Adult Education in Brazil. **Education and Society,** Campinas, v. 26, n. 92, p. 1115–1139, Special-Oct. 2005.

DULGHEROFF, Ana Carolina Bernardes; SILVA, Antunes Ferreira da. (2022). **Experiences in the use of different teaching strategies in Youth and Adult Education.** Journal of Research and Knowledge Spreading, 3(1), e13494. http://dx.doi.org/10.20952/jrks3113494

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

FERRARI, Gabriela Rodrigues; HANOFF, Mirozete Iolanda Volpato. The contributions of Paulo Freire to the pedagogical practices of EJA (Youth and Adult Education), based on the statements of educators and students. **Revista Saberes Pedagógicos.** v. 4 n. 3 (2020). https://doi.org/10.18616/rsp.v4i3.6202 FREIRE, Paulo. **Pedagogy of autonomy:** necessary knowledge for educational practice. São Paulo: Paz e Terra, 1996.

FREIRE, Paulo. **Pedagogy of the Oppressed.** Rio de Janeiro: Paz e Terra, 1987.
FREITAS, Adriano Vargas; PIRES, Célia Maria Carolino. **Overview of research on Pedagogical practices in Mathematics in Youth and Adult Education.** 2021. https://doi.org/10.5935/reeduc.v15i40.1551.
FRIGOTTO, G. **Education and the crisis of real capitalism.** São Paulo: Cortez, 2001.
GADOTTI, Moacir. **Popular education, social education, community education:** diverse concepts and practices, cemented by a common cause. Diálogos Magazine, 2011.
GAVA, Jéssica Endringer Dias; OLIVEIRA, Jocilene Gadioli de. **Environmental education with a STS/STSE approach in Youth and Adult Education:** a path to the exercise of citizenship. 2020. https://doi.org/10.36524/dect.v10i01.1319.
HADDAD, Sérgio; DI PIERRO, Maria Clara. **Schooling of young people and adults.** Brazilian Journal of Education, 2000.
LÉVY, Pierre. **Cyberculture.** São Paulo: Editora 34, 1999.
MACÁRIO, Rosely de Oliveira; RODRIGUES, Linduarte Pereira. **Freire's liberating pedagogy as a possibility for women's empowerment in EJA (Youth and Adult Education).** 2020. https://doi.org/10.18764/2358-4319.v14n3p102-128.
MACHADO, MLC de A.; LOPES, P. da SVC; POUBELL Literacy in Youth and Adult , VR Discursivity and Education: processes of dialogue and human subjectivation.
School Portraits, [S. l.], v. 19, no. 43, p. 261–279, 2025. DOI: 10.22420/rde.v19i43.2046.
Available at: https://retratosdaescola.emnuvens.com.br/rde/article/view/2046. Accessed on: May 31, 2026.

MATOS, Maria Daise da Cunha; PLATZER, Maria Betanea. Pedagogical practices in EJA: teachers' voices on teaching strategies and the use of teaching materials. **Revista Brasileira de Educação de Jovens e Adultos,** Salvador, v. 6, p. 223-235, 2018.
NASCIMENTO, Jayne Millena Ferreira Rodrigues do; SILVA, Maria de Fátima Gomes da.
Educational practices in youth and adult education guided by the problematization of knowledge in light of Freirean pedagogy. **Brazilian Journal of Pedagogical Studies,** Brasília, v. 106, 2025. DOI: https://doi.org/10.24109/2176-6681.rbep.106.6291.
NÓVOA, António. **Teachers and their training in a time of metamorphosis for schools.**
Education & Reality, 2019.
NOVELLO, Tanise Paula; PORTO, Kelly Silva. **Urbanization and urban environmental degradation processes:** problematization in the context of Youth and Adult Education. 2020. https://doi.org/10.18764/2358-4319.v14n3p650-673.

PAGE, Matthew J. *et al.* **The PRISMA 2020 statement:** an updated guideline for reporting systematic reviews. BMJ, 2021.
PAIVA, Jane; HADDAD, Sérgio; SOARES, Leôncio José Gomes. Research in youth and adult education: memories and actions in the constitution of the right to education for all. **Revista Brasileira de Educação,** Rio de Janeiro, v. 24, e240050, 2019. DOI: http://dx.doi.org/10.1590/S1413-24782019240050.

PEREIRA, Maurício Gomes; GALVÃO, Taís Freire. Stages of searching and selecting articles in systematic literature reviews. Epidemiology and Health Services, Brasília, v. 23, n. 2, p. 369-371, Apr./Jun. 2014. DOI: http://dx.doi.org/10.5123/S1679-49742014000200019.
w

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

Available at in: http://www.scielo.br/scielo.php?script=sci_arttext&pid=S2237-96222014000200369&lng=en&nrm=iso>. Accessed on: May 31, 2026.

PINHEIRO, Magna Simone de Souza; CARMO, Edinaldo Medeiros; PINA, Maria Cristina Dantas. Youth and Adult Education (EJA) Policy in the State of Bahia (Brazil): pathways to curriculum construction. **Horizontes,** [S. l.], v. 38, n. 1, p. e020041, 2020. DOI: 10.24933/horizontes.v38i1.1024. Available in: https://revistahorizontes.usf.edu.br/horizontes/article/view/1024. Accessed on: May 30, 2026.

PINI, Francisca Rodrigues. Popular education in human rights in the literacy process of young people, adults and the elderly: an experience of the MOVA-Brasil Project. **Educação em Revista,** Belo Horizonte, v. 35, e214479, 2019. DOI: https://doi.org/10.1590/0102-4698X214479. Available at in: https://www.scielo.br/j/edur/a/jHc5dNLjnXqTwP4V8XxrwKF/. Accessed on: May 31, 2026.

ROSA, Alcemir Horácio; SANTOS, Francisco Willan Costa dos; NASCIMENTO-E-SILVA, Daniel; BARROS, Marcus Marcelo Silva. **Main methodological challenges faced by Youth and Adult Education teachers.** 2022. https://doi.org/10.18540/revesvl5iss4pp15091-01e.

SANCEVERINO, Adriana Regina. Pedagogical mediation in youth and adult education: existential needs and the dialogue as a foundation of educational practice. **Rev. Bras. Education.** [online]. 2016, vol.21, n.65, pp.455–475. ISSN 1809-449X. https://doi.org/10.1590/S1413-24782016216524.

SANCEVERINO, AR; GARBIN, R. Links between citizenship and Youth and Adult Education: a look from research in Education. **Retratos da Escola,** [S. l.], v. 15, n. 32, 2021. 10.22420/rde.v15i32.1244. p. https://retratosdaescola.emnuvens.com.br/rde/article/view/1244. 483–496, DOI: Available in: Accessed on: May 30, 2026.

SANDELOWSKI, Margarete; BARROSO, **Julie. Handbook for synthesizing qualitative research.** New York: Springer, 2007.

SANTAELLA, Lucia. **Ubiquitous communication:** repercussions on culture and education. São Paulo: Paulus, 2013.

SANTOS, Alex Lima; NASCIMENTO, Marilene Batista da Cruz; GUIMARÃES, Wagner dos Santos; LIMA, Nathalie Paes. Formative processes, citizenship and culture in youth and adult education. **Revista @mbienteeducação,** São Paulo, v. 16, n. esp.1, p. e023047, 2023. DOI: 10.26843/ae.v16iesp.1.1381. https://publicacoes.unicid.edu.br/ambienteeducacao/article/view/1381. Accessed on: May 31, 2026. Available in:

SANTOS, Boaventura de Sousa. **The Grammar of Time:** Towards a New Political Culture. 3rd ed. São Paulo: Cortez, 2010.

SANTOS, Sara Regina Campelo Dias dos; CARMONA, David Arenas. **Literacy and digital literacy in EJA: stimulating criticality for the analysis of hate speech and fake news.** Revista Diálogos Interdisciplinares – GEPFIP, Aquidauana, v. 4, n. 16, Special Edition, Dec. 2024. Dossier Literacy, Literacy and Special Education: Perspectives on Inclusion in Cultural Diversity. DOI: https://doi.org/10.55028/gepfip.v4i16.22445.

SANTOS, Juliana Silva dos; PEREIRA, Marcos Villela. The meanings of the curriculum for youth in Youth and Adult Education (EJA). **Práxis Educacional,** Vitória da Conquista, v. 16, n. 42, p. 78–95, 2020. DOI: 10.22481/praxisedu.v16i42.7337. Available at: https://periodicos2.uesb.br/praxis/article/view/7337. Accessed on: May 30, 2026.

w

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google

Year VII, v.1 2026 | Submission: May 29, 2026 | Accepted: May 30, 2026 | Publication: June 2, 2026

SANTOS, Milton. **The nature of space:** technique and time, reason and emotion. 4th ed. São Paulo: EdUSP, 2006.

SAVIANI, Dermeval. **Historical-critical pedagogy:** first approaches. 10th ed. Campinas: Autores Associados, 2008.

SILVA, Eduardo Jorge Lopes da; MOURA, Ronnie Wesley Sinésio; SANTOS, Nádia Farias dos. Freirean interfaces with ethnic-racial relations and with EJA (Youth and Adult Education). **Revista Cocar,** Belém, v. 7, n. 14, 2021. DOI: https://doi.org/10.51359/2525-7668.2021.251597.

SILVA, Janaína Marques; ALCOFORADO, Luís; NORO, Margarete Maria Chiapinotto et al. **Critical factors that contributed to the successful completion of students' educational paths in Youth and Adult Education integrated with secondary-level vocational education in Brazil.** 2024. https://doi.org/10.25749/sis.30661.

SILVA, Jeane Tranquelino da; MACHADO, Aline Maria Batista. **Popular education:** an experience of continuing teacher training in Youth and Adult Education (EJA) in the Sal da Terra Project. 2021. https://doi.org/10.23926/rpd.2021.v6.n2.e059.id1071.

SILVA, Rita de Cássia Quintela da; FARIA, Edite Maria da Silva de. **Pedagogical practices in EJA and social emancipation:** possible reflections between Boaventura de Sousa Santos and Paulo Freire. 2022. https://doi.org/10.24065/re.v13i1.2515.

SIQUEIRA, Kleber Saldanha de. Physics teaching in youth and adult education: paths and reflections. **Diversitas Journal,** [S. l.], v. 8, n. 2, p. 1106–1124, 2023. DOI: 10.48017/dj.v8i2.2544. https://diversitasjournal.com.br/diversitas_journal/article/view/2544. Accessed on: May 30, 2026. Available in:

SOUSA, Ana Helena Lima de; AQUINO, Maria Sacramento; AMORIM, Antonio. A Concept of education for citizenship in youth and adult education: aspects Theoretical and practical aspects. **Teias Magazine.** v. 17, n. 46, Observatories of Special Education and School Inclusion, pp. 251-261, Jul./Sep., 2016. DOI: https://doi.org/10.12957/teias.2016.24945.

SOUZA, Jefferson Silva de. **The importance of teaching Geography to students in Youth and Adult Education (EJA).** 2022. https://doi.org/10.20873/rtg.v10n20p220-237.

SOUZA, FP de; MATTA, AER; AMORIM, A. Youth and Adult Education based on citizenship and the construction of the social subject: a case study in the state schools Professor Nelson Barros and Batista Neves. **Ibero-American Journal of Studies in Education,** Araraquara, v. 16, n. 2, p. 703-719, 2021.

REIBNITZ, Cecília de Sousa; MELO, Ana Carolina Staub de. **Research as an educational principle: a working methodology for Youth and Adult Education.** Ensaio: Avaliação e Políticas Públicas em Educação, Rio de Janeiro, v. 29, n. 111, p. 484–502, 2021. DOI: https://doi.org/10.1590/S0104-40362021002902756.

TARDIF, Maurice. **Teacher knowledge and professional development.** 17th ed. Petrópolis: Vozes, 2014.

TRENTIN, Valéria Becher. **Pedagogical practices in EJA (Youth and Adult Education):** what does the classroom reveal? Education, Santa Maria, v. 47, n. 1, e121, 2022. DOI: https://doi.org/10.5902/1984644464744.

w

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.