



# A look at the educational reality of youth and adult education in times of pandemic<sup>1</sup>

*A look at the educational reality of education of young people and adults in times of pandemic<sup>two</sup>*

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## SUMMARY

The teaching modality of youth and adult education (EJA) aims to provide opportunities for young people, adults and elderly people who did not complete their studies in a timely manner, to return to the classroom. In this research work we seek to understand the impacts of the Covid-19 pandemic on the teaching-learning process of the EJA modality, taking into account the need for social distancing and the use of remote teaching, analyzing how students are staying in the face of these impacts. . Constituted from a qualitative and dialectical perspective, it was produced following the types of descriptive and exploratory research, through bibliographical research involving the authors Freire (2020), Silva (2017), Barreto (2004), among others. In addition, field research was carried out, of the case study type, carried out at the Acre Municipal School in the municipality of Porto Grande, State of Amapá. Five teachers who work at EJA, two managers, six students who attend EJA and three former students who dropped out of EJA were involved, who answered a questionnaire with open and closed questions. The organization of this report includes an introduction which presents initial information about the research work carried out, the state of knowledge and the methodological procedures that were adopted, the results and discussions about the data that were obtained from the investigation, the complementary didactic proposals arising from of the research carried out and, finally, the final considerations of the work carried out are described. The repercussions of the work indicate that the difficulties encountered in this type of teaching during the pandemic period are many: lack of technological knowledge on the part of teachers and students, lack of communication between teacher and student, lack of knowledge of words and the inability to formulate an account These are issues that have worsened in the current pandemic scenario, further contributing to the gap in the teaching-learning process.

**Key words:**EJA; Covid-19 pandemic; Social distancing; Remote teaching.

## ABSTRACT

The teaching modality Youth and Adult Education (YLE) aims to provide opportunities for youth, adults, and the elderly who have not completed their studies in due time, to return to the classroom. In this research paper we seek to understand the impacts of the Covid-19 pandemic on the teaching-learning process of the EJA modality, considering the need for social distance and the use of remote learning, analyzing how the permanence of students is facing these impacts . Constituted in a qualitative and dialectical perspective, it was produced following the descriptive and exploratory research types, through bibliographic research involving the authors Freire (2020), Silva (2017), Barreto (2004), among others. In addition, field research was conducted, of the case study type, carried out in the Acre Municipal School in the municipality of Porto Grande, Amapá State. It involved five teachers who work in EJA, two managers, six students who attended EJA, and three former students who dropped out of EJA, who answered a questionnaire with open and closed questions. The report includes an

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introduction where initial information about the research work carried out is presented, the state of knowledge and the methodological procedures that were adopted, the results and discussions about the data that were obtained from the investigation, the complementary didactic proposals arising from the research carried out, and, finally, the final considerations of the work carried out are described. The repercussions of the work

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indicates that the difficulties encountered in this teaching modality during the pandemic period are many: lack of technological knowledge on the part of teachers and students, lack of communication between teacher and student, the ignorance of words and the inability to formulate an additional account are issues that have worsened in the current pandemic scenario, contributing even more to the gap in the teaching-learning process. **Keywords:** EJA; Pandemic Covid-19; Social Distance; Remote Learning.

## 1. INTRODUCTION

The history of youth and adult education (EJA) has been breaking barriers since the beginning and currently, it is a teaching modality whose rights are guaranteed by the Law of Guidelines and Bases of National Education (LDBEN) and is offered free of charge to students who do not had access to school at the appropriate age and it is up to the public authorities to encourage young people and adults to access and remain in school. In this sense, this research work has as its theme EJA, being a teaching modality created with the aim of providing opportunities for young people, adults and elderly people who did not complete their studies in due time, to return to the classroom. Therefore, it is delimited as follows: “A look at the educational reality of youth and adult education (EJA) in times of pandemic”.

The EJA modality has historically been taking place in Brazil and is marked by the challenge of student retention and success. In this process, there is a high rate of school dropout rates, which became more intensified with the Covid-19 pandemic, given the need for social isolation and the implementation of remote teaching. In remote teaching, digital technologies have become protagonists of the educational process and many students in this type of teaching are having difficulties accessing these technologies, contributing to the increase in the dropout rate. Given these considerations, the research problem of this work is delimited as follows: what are the impacts of the Covid-19 pandemic on the teaching-learning process of the EJA modality, given the need for social isolation and the use of remote teaching? Given this scenario, how are EJA students staying?

Therefore, the general objective of this research was to understand the impacts of the Covid-19 pandemic on the teaching-learning process of the EJA modality, taking into account the need for social isolation and the use of remote teaching, analyzing how the permanence of EJA students face these impacts. Therefore, the following specific objectives were also outlined: a) characterize the EJA modality in the municipal public network of Porto Grande-AP, pointing out Paulo Freire's contributions to this teaching modality; b) identify the main problems faced by EJA teachers and students in the Covid-19 pandemic, indicating decisions that were taken to continue with EJA in the context of this pandemic in order to keep students attending classes; c) know the repercussions of the measures adopted by EJA in relation to the permanence of students; d) Highlight factors that are contributing to possible abandonment of EJA students as a result of the measures that were adopted with the Covid-19 pandemic.

two Given this scenario and also due to the school experience of one of the authors of this project who, although she did not attend EJA, completed elementary school through a mass exam today known as ENCCEJA, we believe it is necessary to continue reflecting on EJA in the search for quality education in this type of teaching, guaranteeing access and, above all, permanence for those who enter it.

To this end, considering the current context marked by intense social transformations and the repercussions of the Covid-19 pandemic, it became essential to carry out work of this nature, which sought to take another look at the reality of school training present at EJA, where students feel

the need to return to the classroom due to the demands posed by the new demands of the world of work.

Aimed at these purposes, this report includes the topic state of knowledge in which it presents subtopics that underlie this research, consists of the methodological procedures that were adopted, the results and discussions about the data that were obtained with the investigation, the complementary didactic proposals arising from of the research carried out and, finally, the final considerations of the work carried out are described.

## 2. STATE OF KNOWLEDGE

### 2.1 The educational reality of the EJA modality in times of pandemic

Today in Brazil, in the 21st century, there are still many illiterate people, which makes us think about how to change this situation, even though it is known that many of the problems present in Brazilian education come from a lack of incentive, and to change this situation we need mobilize society in order to make them aware that quality education is of fundamental importance, thus changing the dropout situation, where students often give up due to lack of resources.

In this sense, EJA is a teaching modality that aims to serve those who were unable to complete their studies at the right age, and aims to reduce the number of illiterates, and rescue those who dropped out for some reason (SILVA, 2017) .

Considering that EJA is aimed at teaching young people and adults to read and write, and in the current pandemic situation where many do not have access to technologies, as Santos and Barbosa (2020, p.168) tell us, “inequalities have become more striking, as a large part of students from the popular classes do not have the necessary resources for the new moment”, and taking into account remote classes, what is seen in reality and the withdrawal of many, since the majority are working adults whose priority is to support themselves. of the family, and at that moment what was already difficult became worse.

Santos and Barbosa (2020), makes it clear that the covid-19 pandemic shook the entire structure of global society, and education in general had very negative impacts, considering that classes were moved online. As Santos and Barbosa (2020, p. 173) report:

Starting in the Chinese city of Wuhan, where the first case caused by the new coronavirus, SARS-CoV 2, was identified on the last day of 2019, the virus began to spread with impressive speed across the Asian continent and from there to other countries. In Brazil, the first case was identified in São Paulo in February 2020. In March 2020, the World Health Organization (WHO) defined the outbreak as a pandemic, followed by the first death in São Paulo, and two others in Rio de Janeiro. A long period of social distancing and increased care with personal hygiene then began. New habits were incorporated into the population's routine.

In this scenario, the issue of low-income students, who for the most part do not have access to technological tools or do not know how to use them, becomes more evident, highlighting the exclusion factor, highlighting the fashion-education of young people, which is no longer considered a priority, leaving these students at the mercy of society, as a result of which they end up giving up on the knowledge they dreamed of through the classroom.

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In this context, there are teachers who are unmotivated due to a lack of professional appreciation, and they should have investments in better salaries and decent continuing education, a country that is more present and less absent, in other words, there are many deficiencies in our educational reality.

At EJA it is no different, although its objective is to commit to human development and access to general culture for the development of its autonomy, and is ensured by the Law of Guidelines and

Bases of National Education (LDB) (n°. 9,394/96) giving access to those who did not have the opportunity to complete their studies at the appropriate age, do not minimize the great problems that perpetuate for generations.

It should be noted that the pandemic only worsened the situation, and made the issue of inequality in the EJA modality more evident, as the majority of students are from the lower middle class, which makes access to technologies, such as cell phones, computers and the internet, impossible. , or if they have the necessary resources, they are held back by the lack of experience in handling such equipment, leading this EJA student to give up.

In this pandemic context, according to (Silva, 2020) “apud” Santos and Barbosa (2020, p. 178) states what:

According to an article published in the digital newspaper Notícias Concursos, EJA students are the most vulnerable with the suspension of face-to-face classes and schools fear that adults will abandon studies after the pandemic. According to the article, poor ability to deal with electronic equipment, weak links with school life and the risk of significant loss of family income are some of the factors that make these students more susceptible to not returning to school after the pandemic.

The Covid-19 pandemic changed the reality of many people who sought to learn, dreams were interrupted, those who were already unmotivated to go to school found a loophole to interrupt their studies, that is, each individual lives with a different reality and the pandemic is just one of the many reasons.

Therefore, school dropout exists for many reasons that go beyond proven research, such as the childish teaching method adopted by some teachers. As Santos and Barbosa (2020, p. 172) state:

The lack of studies on EJA in initial training contributes to the persistence of old dilemmas experienced in the modality, such as the development of infantilized practices by many teachers, based on the adaptation/reproduction of the same teaching-learning dynamics developed with children and adolescents .

It is necessary for the educator to seek to adapt to the student's reality, and according to Santos and Barbosa (2020, p. 171), “above all, because they are based on a restricted concept of literacy, limited to reading, writing and counting, without aim to insert young people and adults into a continuing educational process”. Also according to the authors:

According to the Continuous National Household Sample Survey (IBGE, 2019), with data from 2018, there are around 11.3 million illiterate Brazilians aged 15 or over in the country, corresponding to 6.8% of population. This number increases to 38 million people, aged 15 to 64, when considering the so-called functional illiterates, that is, people with learning levels below the minimum socially necessary in daily reading, writing and calculation tasks so that they can maintain and develop the characteristic skills of literacy. The data also reveals that, that year, of the total of 133.7 million Brazilians aged 25 or over, 44.2 million (33.1%) did not finish primary school and 16.8 million (12.5%) they had not completed high school. (SANTOS; BARBOSA, 2020, p. 171).

These practices must be reviewed and changed, as adults live a very different reality from children, which can lead to demotivation in the student, as stated by Paulo Freire (2020, p.65) “My respect as a teacher for the person of the student, to your curiosity, to your shyness, which I must not aggravate with

inhibiting procedures, requires me to cultivate humility and tolerance”, taking into account that the

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Learning is very significant for human beings, with it the individual discovers things around them and develops critical sense, and learns to live in society.

In this sense, Tamarozzi and Costa (2007, p. 73) make us reflect when they say:

Thus, teaching reading today, and developing in students the skills of reading, understanding, and interpreting different genres of texts, written in different forms of language; and provoke situations in which the person can effectively interact with different carriers of texts, attributing meaning to them,

I give them meanings, allowing them to establish relationships with what they already know about the subject read.

In relation to the EJA student, Tamarozzi and Costa (2007, p. 43) emphasize that, “the young person and the adult They bring life experiences that should always be the starting point for their literacy. According to the authors, “young people and adults must have contact in the school environment, with a wide diversity of reading and writing that can provide them with the skills and competencies necessary for literacy” (TAMAROZZI; COSTA, 2007, p. 75).

In view of this, EJA carries life experiences in its baggage, these are stories that change the way of teaching this student's profile. As Paulo Freire (2020, p.34) assures us, “Women and men, historical-social beings, we became capable of comparing, valuing, intervening, choosing, deciding, breaking up, through all of this, we made beings ethical.” Perso much, beforein the context of the covid-19 pandemic with the various changes made, the educational reality has changed not only in the EJA modality but also in several schools in Brazil. To this end, it is worth highlighting in the next section the importance and contribution of Paulo Freire to EJA.

## 2.2 Importance and contributions of Paulo Freire to EJA

Educator Paulo Reglus Neves Freire, born on September 19, 1921 in the city of Recife in the state of Pernambuco, is considered the patron saint of Brazilian education and was recognized throughout the country for his contribution in the field of education, according to (TAMAROZZI E COSTA, 2007).

According to Barreto (2004) Paulo Freire is the son of JoaquimThemistoclesFreire and Edeltrudes Neves Freire, to whom he dedicated his first book “Education as a practice of freedom”. Still according to Barreto, “Born into a middle-class family impoverished by the crisis, Paulo participated in two different worlds: on the one hand, the social status given by his father's tie and his aunt's piano and, on the other hand, the companionship with his friends. poor boys” (BARRETO, 2004, p. 19)

Barreto (2004, p.23) highlights that “At 23 years old, Paulo married Elza. They lived 42 years of love, with their children: Maria Madalena, Maria Cristina, Maria de Fátima, Joaquim and Lutgardes”. Faced with so many difficulties experienced by the author, it made him realize that there was a way to change these injustices in the world (BARRETO, 2004).

According to Tamarozzi; Costa (2007, p.32) “Some moments in his life trajectory were decisive for him to structure the bases of his thinking about education”. Paulo Freire graduates in law, but in his first job in the profession he comes across a young dentist in debt and takes pity on him, ending up giving up the profession (BARRETO, 2004).

Today Paulo Freire, is considered the patron saint of education, he was the most famous Brazilian educator internationally recognized for his adult literacy method, his objective was to raise awareness among students to understand their oppressed situation and act in favor of their own liberation Paulo Freire ( 2020). The author also states that “The oppressed, however, accommodated and adapted 'immersed' in the very gears of the dominating structure, fear freedom, while they do not feel capable of taking the risk of assuming it” (PAULO FREIRE, 2020, p. 47).

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Paulo Freire in the 1950s stood out for criticizing the structure and methodologies applied at EJA. The author was called a communist for fighting for quality education. As Barreto (2004, p.29) asserts:

Freire's pedagogy applied to literacy provoked deep anger among the ruling classes, a reaction that Paulo explains as follows:

“And that the ruling classes didn't care that I didn't have a label because they gave me one. For them I was a communist, an enemy of God and them. And it didn't matter that I wasn't. Profile who has power. Those who don't have it are profiled. The ruling class had enough power to say that I was a communist [...]. I defended a democratic pedagogy that started from the anxieties, desires, dreams, and needs of the popular classes.”

It was with his experience in Angicos and his teaching method that he taught 300 students to read and write in 40 hours. Angico/RN is a small town, where more than half of the population was illiterate, Paulo Freire and another group of university students came together with the aim of teaching students in this region to read and write. As Nascimento (2013, p. 22) states:

In the 1960s Paulo Freire coordinated literacy projects for young people and adults. It was in Rio Grande do Norte that he taught 300 workers to read and write in 45 days. In his method, Freire recommends that it is not enough to read and write, but to continue with studies, with interaction between the educator and the student, taking as a basis the social and cultural context of the student. , their reality of life, the educational act cannot be a passive act, which was defined by Freire as “banking education”, where the student only receives.

Its method is based on the principle of dialogue as the main starting point. Through informal conversations, it surveys the students' vocabulary, selects the most used words, the “generating words”, and thus works dynamically based on collective interaction. As Freire explains:

This investigation necessarily implies a methodology that cannot contradict the dialogical nature of liberating education. Hence it is equally dialogic. Hence, as it also raises awareness, it provides, at the same time, the apprehension of “generating themes” and the awareness of individuals around them (PAULO FREIRE, 2020, p.121).

Paulo Freire's methodology is based on mutual relationships, in this process, not only do students learn, but the teacher also learns from the student, according to Nascimento (2013). Even so, “Paulo Freire offered the possibility of becoming literate with what surrounds us, the school needs to teach the student to “read the world” (NASCIMENTO, 2013, p. 22).

For Freire, education should correspond to the full formation of human beings, which he called preparation for life, with the formation of values, linked to a political proposal for a liberating pedagogy, fundamental for the construction of a more just and egalitarian society ( NASCIMEN-TO,2013, p. 15).

Therefore, educator Paulo Freire promoted many changes in relation to the student's teaching-learning process, in the view of Paulo Freire (2020, p.121) “It is essential, therefore, that the school constantly instigates the student's curiosity instead of soften it”, placing him at the center of this process and valuing a liberating education. AgainstFurthermore, educationthat the educator developed became a historic landmark in Brazil and helped in the formation of citizenscriticsIt itself-employedcapable of thinking and acting coherently. In this context, the next section highlights the trajectory of EJA.

## 2.3 Brief history of EJA's trajectory in Brazil

The history of EJA, as it is known today in Brazil, has been in existence for many centuries, and it was with the Jesuits in the colonial period that it all began, an education of a religious nature, with the sole objective of instructing the indigenous people and later, blacks the Christian faith, almost two centuries passed without any significant change. Santos (2014, p.10) states that “education in this context was focused on religious doctrine, which is why it had a much more religious than educational character”.

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In this trajectory, we reach the 20th century with more than half of the population illiterate, coming from a context in which inequality and exclusion were visible and only a small part called the elite or dominant class were privileged, leaving the less favored on the margins. of society.

And in the government of Getúlio Vargas, more precisely with the 1934 constitution and the creation of the National Education Plan (PNE) that began the consolidation of the public education system, ensuring young people and working adults the right to education, thus reducing the number of illiterates.

It can be said that EJA began with the Jesuits, spending a long time without any value. rization, but it only gained a certain visibility many centuries later.

In this context, for Silva (2017) it is clear that in the 20th century the picture of illiteracy is still very alarming.

The most worrying thing, however, is to note that these groups of people were prohibited from voting, thus giving rise to a concern about teaching young people and adults to read and write in order to prepare them for the elections.

Thus, from the 1934 constitution onwards, teaching began to take shape and began to be recognized as necessary and mandatory, thus emerging the first National Education Plan (PNE), which prioritized EJA. As Strelhow assures us:

In 1934, the National Education Plan was created, which provided for compulsory and free comprehensive primary education extended to adults. This was the first plan in the history of Brazilian education that provided for a specific treatment for the education of young people and adults (STRELHOW, 2010, p.52).

From the 1934 constitution and the (PNE), which established primary education, there was a need to make improvements with the purpose of eradicating illiteracy in Brazil, which until then was considered an evil to be eliminated, so some programs were founded and campaigns. "As time passes, EJA gains its own space for reflection and action, whose improvements are marks of dispute throughout EJA's history, prevailing to this day" (SANTOS, 2014, p. 10).

In this context, the expansion of education began, although its priority was only the qualification of the workforce, without taking into account its quality, forming citizens without any critical sense, as the method used for adults was the same given the children since they were considered incapable, however they were prepared to vote.

In the decades that followed, many other fundamental movements for education emerged, for example, in 1938, INEP was created and in 1942, the National Primary Education Fund, in order to include supplementary education, and in 1947, SEA. Although all these programs had a single purpose, the eradication of illiteracy, the method used to teach literacy was questionable (STRELHOW, 2010).

At another time "in the late fifties and early sixties, we observed the growth of a new vision in Brazilian education, based on the ideas of Paulo Freire who developed a pedagogy focused on the needs of the popular classes [...]" (SILVA, 2017, p. 66).

Still according to Silva (2017, p. 66) "At this moment, the implementation of the National Literacy Plan (PNA) begins, with the objective of building a national literacy policy for young people and adults".

Paulo Freire stands out when questioning the method used, as he believes that teaching can free one from the chains of oppression, having dialogue as a starting point, respecting the student's reality and then forming critical and emancipated citizens. However, with the military coup, any attempt at libertarian education was repressed (SILVA, 2017).

In this sense, before his exile Freire leaves us with a reflection, "for more than thirty years I have been suggesting, discussing with students the reason for some of this knowledge in relation to teaching content" (FREIRE, 2020 p. 31).

Starting in 1969, the federal government organized Mobral (Brazilian Literacy Movement), a program of national proportions, proclaimed to offer literacy to large portions of illiterate adults in the most varied locations in the country. Unlike what happened in the 1947 Campaign, the federal government invested a significant amount of resources in setting up a nationwide organization that was autonomous in relation to the state secretariats and the Ministry of Education itself (DI PIERRO; RIBEIRO, 2001, p. 61 ).

According to Costa (2007), some relevant events that mark the history of EJA must be considered, in which Paulo Freire must be highlighted:

- In 1958, Paulo Freire criticizes the method used at the time, as he believes that it should be take into account the student's knowledge.

- In 1964, the military coup extinguished all previously existing movements and Paulo Freire was exiled.

- In 1968, during the then militaristic government, Mobral was created with the aim of teaching literacy adults and lasted for almost 20 years.

- In 1988, the Federal Constitution guaranteed free and compulsory education to all who did not had access to their own age.

- In 1996, the creation of the Education Guidelines and Bases Law (LDB 9394/96) that ensures EJA as a modality of Basic Education.

- In 2000, the document establishing the National Curricular Guidelines for EJA was created.

- In 2003, during the Lula government, the Brasil Alfabetizado program was created, which continues to this day.

Finally, it is noted that the fight to end illiteracy has been going on for generations, however it has gone through many significant moments in order to guarantee quality education.

It can be said that EJA comes from a context of a lot of struggle and resistance, against prejudice, mainly in favor of respect for the diversity of its knowledge and life experience.

However, programs to eradicate illiteracy are not enough, with unprepared and undervalued teachers, public incentive policies with better salaries and continued training would be necessary, so that everyone can benefit from this knowledge.

## 2.4 EJA curriculum in the State of Amapá - elementary education

It is of fundamental importance that the educator has an organization of subjects that helps the student's learning process and develops all of the student's cognitive areas. Mainly in a way that works with your daily life, as an adult's literacy differs from that of a child. It is necessary to have an entire structure that allows the inclusion of this student in the educational context in a way in which he does not feel disrespected, in addition to the need for the student to be able to have a full understanding of the subject to be covered in the classroom, because, if the student cannot understand the content applied, it can be said that this becomes another reason for them to abandon their studies.

[...] some problems we face in schools and classes result exactly from this curricular organization that separates the person who lives and learns in the world from the person who must learn and learn school content. In the case of EJA, another aggravating factor comes into play and is related to the fact that the age and social and cultural experiences of the students are ignored, maintaining in these proposals the childish logic of the curricula aimed at children who attend regular schools (MOURA, 2008, p. 88).

For educational institutions, a curricular structure is provided to which each state can adapt them according to your region. Therefore, in the state of Amapá, a state located in the north of Brazil, in which this research is being developed, we sought to investigate how the curricular structure of the

schools. According to Amapá (2015), the state follows the following curricular organization:

Art. 17. The curricular organization of Youth and Adult Education courses, in Elementary and Secondary Education, will be based on what is established in articles 26, 27 and 32 of Law No. 9,394/1996, Law No. 10,639/2003 and Law No. 11,741/2008, in the National Curricular Guidelines, in CNE/CEB Resolutions No. 01/2000, 07/2010 and 02/2012.

b) History;

V – Religious Education.

Art. 18. The curricular components that are part of the Common National Base, articulated with the Areas of knowledge, in Elementary Education are:

I - Languages:

the Portuguese language;



- b) Mother Tongue for Indigenous Population;
- c) Modern Foreign Language;
- d) Arts;
- e) Physical Education;
- II - Mathematics;
- III - Natural Sciences; IV - Human Sciences:
- a) Geography;

EJA brings with it a great story, full of events that have changed the thinking of many people in recent times, because a student who gave up studying and then decided to return to school will go through several situations, often embarrassing, and for Worse, there is no support from family or school, much less from the government, laws remain on paper and are often not enforced, and this does not only apply to the EJA modality. There are so many events that can become one of the reasons for a student to leave school, especially if he does not feel comfortable in the classroom, if he is not well received by the teacher or other students.

Some of the essential qualities for educators of young people and adults are the ability to show solidarity with students, the willingness to face difficulties as stimulating challenges, and confidence in everyone's ability to learn and teach (BRASIL, 2001.p. 46).

When the educator assumes his role, he needs to be aware that there must be a rapprochement between him and the students, it is not just about passing on the programmed content and explaining it. "Consistently with this stance, it is essential that this educator seeks to know his students, their expectations, their culture, the characteristics and problems of their immediate surroundings, their learning needs". (BRASIL, 2001, p. 46).

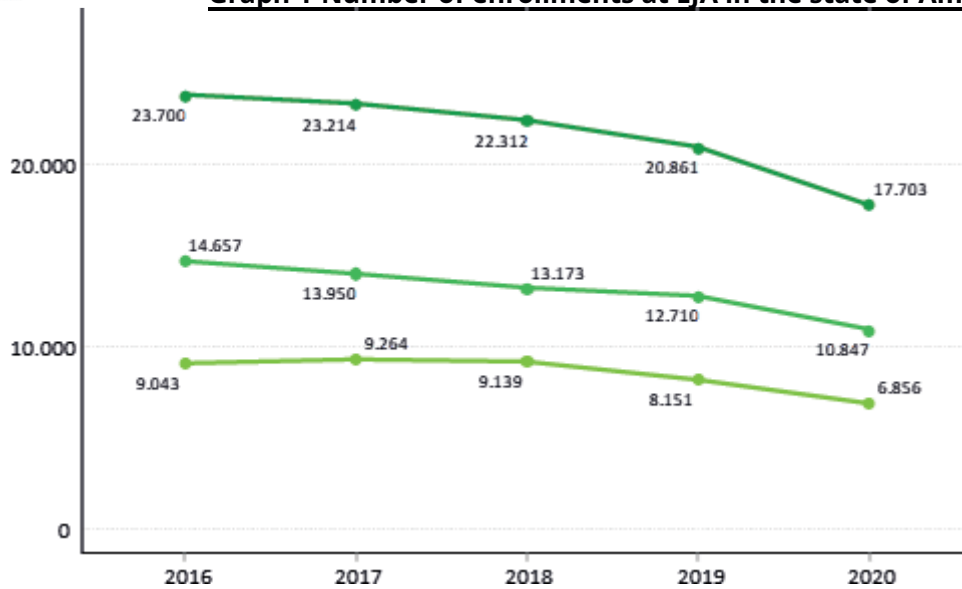
The teacher needs to know the content taught, improve them, study them frequently to always be up to date and thus help the student with their learning needs, among others Brazil (2001). A problem that can occur is if the student cannot understand the topics posed by the educator and does this teacher care if the students are learning? Although the lesson planning done by the teacher does not always go as planned, is this educator being flexible with the students in the classroom? These are questions that reflect the educational reality of the EJA modality in many cities across Brazil.

## 2.5 Basic education census for the year 2020 in the State of Amapá

EJA is based on Law No. 9,394, of December 20, 1996, in article 37, which states that the modality "will be aimed at those who did not have access to or continued studies in elementary and secondary education at the appropriate age and will constitute an instrument for education and lifelong learning" Brazil (1996). It aims to promote changes in the daily lives of individuals who seek to change their lives through education. This modality has gone through several tense moments throughout the years in Brazil, in the state of Amapá it would not differ, as on average 25% of students drop out of school, Amapá (2019). According to data from Inep (2021):

The number of enrollments in youth and adult education (EJA) fell by 25.3% from 2016 to 2020, reaching 17,703 enrollments in 2020. In relation to 2019, the number of enrollments in elementary level EJA fell 14.7%. The secondary level EJA showed a reduction of 15.9% compared to 2019.

**Graph 1-Number of enrollments at EJA in the state of Amapá in 2016 – 2020**



fundamental EJA

medium EJA

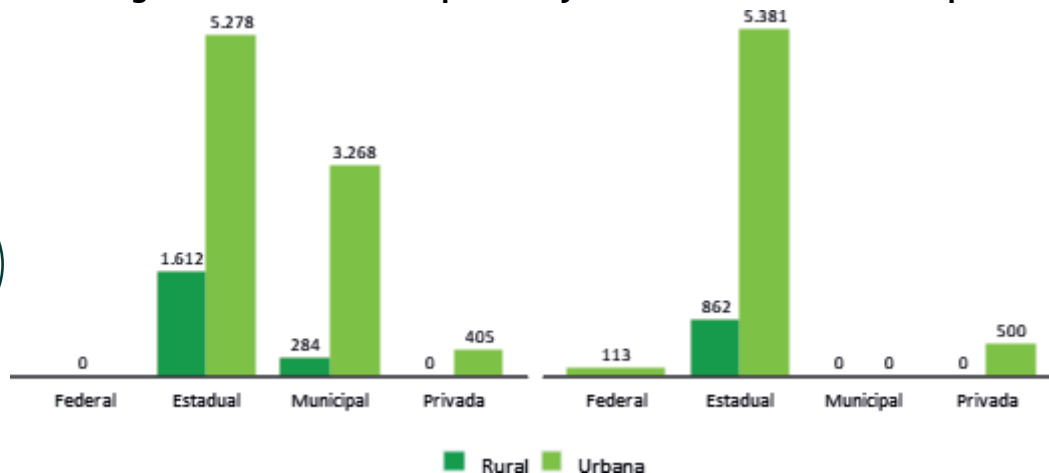
Source: Inep (2021)

Based on the data collected by INEP, 2020 saw a large drop in enrollment and was the period in which Covid-19 worsened across the world. In view of this, the various measures taken by the government made access to education very difficult for many people, especially EJA students. According to Souza (2012, p. 20):

This also happens with EJA students, who, in addition to difficulties with electronic devices, also have to balance work schedules, taking care of the house and children with remote classes, which generates a lot of demotivation on their part.

EJA in the state of Amapá in 2020 had fewer enrollments than in 2019. According to data from Inep (2021), EJA in the state in that same year had a greater number of enrollments in the urban area, whereas in elementary education, in The state network has around 63.5% and 91.1% of students enrolled in secondary education and the municipal network has 32.7% in primary education and the private network has 7.3% of students enrolled. According to data from Inep (2021):

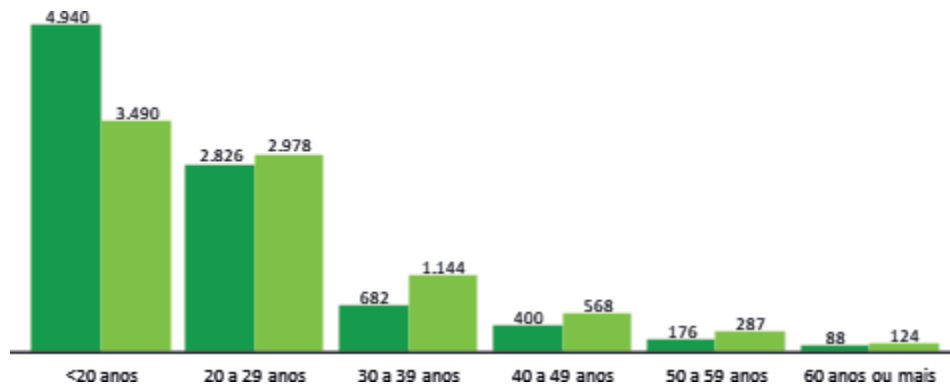
**Graph 2- Number of enrollments in EJA at primary and secondary level according to administrative dependency and school location – Amapá – 2020**



Source: Inep (2021)

The graph below provides an analysis of EJA students enrolled in schools in the state of Amapá.

**graph 3-Number of enrollments by age group and sex in youth and adult education -2020**



Source: Inep (2021)

There are several factors that prevent individuals from enrolling in a school, it is not new that EJA experiences these frustrations. According to Inep (2021), at EJA the majority of students are under 20 years old, that is, practically 47.6% of students are enrolled, in addition to 58.6% being male. Finally, the graphs presented specifically demonstrate the data collected by the National Institute of Educational Studies and Research Anísio Teixeira-INEP, so that one can have a perception of how enrollments continue in the state of Amapá.

## 2.6 Characterization and historicization of the Acre Municipal School

Inspired by the school regulations of February 2017, and the pedagogical political project reformulated in 2021, it was necessary to understand and get to know the School researched here.

The Acre Municipal School, based in this city, is located at Avenida 08 de Agosto, nº 196 Centro, in the municipality of Porto Grande, State of Amapá, under the jurisdiction of the Municipal Department of Education, is maintained by the Municipal City Hall of Porto Grande/AP, registered in CNPJ no. 01.809.161/0001-93, according to the School Regulations (2017).

It is approximately 110 km away from the state capital, according to the PPP (2021). Its objective is to offer educational services based on the needs and characteristics of development and learning of children, young people and adults, considering the age group, initial years, final years and teaching modalities of EJA and Special Education in accordance with the provisions of the Law 9,394/96 in accordance with the School Regulations (2017).

According to the PPP (2021) This school was built together with another 11 (eleven) educational establishments, called "School Group", under the management of Mayor Alfredo Oliveira, who was manager of Macapá.

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According to the historicization of the Acre municipal school, ensured in the PPP pedagogical political project (2021) Grupo Escolar Acre, was inaugurated on July 26, 1966, to serve children from the then District of Porto Grande, which belonged to the municipality of Macapá. In 1976, it obtained legal authorization to teach the 3rd and 4th grades, expanding its activities with logical classification up to the 8th grade.

In 1996, during the administration of the first elected mayor Elias de Freitas Trajano, the school was renovated to able to serve a greater number of students.

In 2012, the Acre Municipal School underwent the selection of a director elected by votes from employees, parents and students over 16 years of age, teachers were elected Zilma da Costa SILVA and Adriana de Lima from CARMO.

In August 2016, through a democratic election, the Coord was elected as educational managers. JULIENE TEIXEIRA AMADOR and Professor MARIA DO LIVRAMENTO FORTUNA. Where they performed their duties until July 2018.

And then in August 2018, through a democratic election, Professors ALEXANDRO SOUZA DE OLIVEIRA AND GUSTAVO OLIVEIRA DA SILVA BARRETO, elected as educational managers.

Currently, the Municipal Acre school is supported by the Porto Grande City Hall, managed by Mayor José Maria de Oliveira Bessa, Municipal Secretary of Education Ivaneide Vilhena de Castro, and as current managers, Gustavo Oliveira da Silva Barreto and Alexandro Souza de Oliveira, with the Federal Government Partnership – FUNDEB and Secretary of State for Education – SEED

Inspired by the principles of democratic management in education, Escola Municipal Acre has the following administrative structure: School Management, Secretariat; Pedagogical Technical Team; Coordination of Attachments; in accordance with the School Regulations (2017).

As mentioned in the School Regulations (2017), the great challenge of democratic management is to make the entire school community mobilize in search of a school that offers qualitative education, having as its guiding principle its Pedagogical Political Project, which must be portraying faithfully the reality of the school.

The pedagogical proposal of the Acre Municipal School takes into account the Law of Guidelines and Bases of National Education – LDB 9.394/96, the National Constitution, the Statute of Children and Adolescents and the provisions of the National Common Curricular Base – BNCC and the Curricular Reference Amapaense-RCA. Cited in the School Regulations (2017).

The school defines itself in the Progressive Social Critical pedagogical Tendency of Contents as a pillar of theoretical support for the school's philosophical line, believing that it is possible to build a pedagogical theory based on the understanding of our historical and social reality, in order to make the mediating role possible of education in the process of social transformation[...] according to the PPP (2021) Content should not be separated from social reality, the teacher is the mediator, facilitator, whose function is to guide, open perspectives in an exchange relationship between him and the student, based on the content.

His teaching method is not about transmitting knowledge, nor about free expression of opinions. But rather, a relationship between the practice experienced by the student and the content proposed by the teacher through a new methodology due to the new scenario we are experiencing, the covid-19 pandemic. The transition from face-to-face teaching to online (remote) teaching requires planning and investments, which will not be possible in the short term, but this emergency situation that education is experiencing serve as a warning to create a connected School, capable of offering hybrid learning experiences, that is, that you can integrate face-to-face and online teaching into your present and future reality at the same time.

### 3. METHODOLOGICAL PROCEDURES

This research work aimed to understand the impacts of the Covid-19 pandemic on the teaching-learning process of the EJA modality, taking into account the need for social distancing

and the use of remote teaching, and the analysis of how students remain in this type of teaching in the face of these impacts.

In this direction, with this investigation we sought to develop new knowledge, new realities, answers to various situations, research is not just investigating but finding answers, Marconi and Lakatos (2003). As mentioned by Prodanov and Freitas (2013, p. 126), research “[...] involves universal truths and interests, seeking to generate new knowledge useful for the advancement of science, with no expected practical application”.

To this end, it was developed from a qualitative and dialectical perspective, following the ideas of Medeiros (2012) where he highlights that the qualitative approach promotes an approximation between the interpreter and the investigated subject, being supported by literary research, in order to establish adequate knowledge about What is being searched. In this way, we seek to deepen knowledge on the proposed topic for didactic purposes, defining the research as basic in nature and also exploratory in nature, which, according to Gil (2002), exploratory research aims to provide a better understanding about the problem in order to seek relevant answers for the research.

In addition, it was involved in case study field research. In this research, the case study is understood as “[...] an empirical investigation that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and the context are not clearly defined” Yin (2005 , P. 32). The case studied was about the educational reality of the EJA modality in times of pandemic at Escola Municipal Acre, located in the municipality of Porto Grande - AP.

This research is also considered descriptive, due to the fact that it uses detail and can thus describe the process and achieve the objectives. According to Gil (2002), descriptive research has as its fundamental point describing something relevant in order to obtain a better result.

To carry out this study, we used primary sources with the application of a questionnaire to the subjects investigated, raising the difficulties encountered in keeping EJA students at that school, and how the Covid-19 pandemic changed the lives of students and teachers and how the school is dealing with the measures adopted. Secondary sources were also chosen, through documents acquired at the researched school, as well as books and articles were used to support the work.

According to Marconi and Lakatos (2003, p. 174):

It is the research phase carried out with the aim of collecting previous information about the field of interest. Data collection, the first step of any scientific research, is done in two ways: documentary research (or primary sources) and bibliographic research (or secondary sources).

Data collection was carried out through the application of a questionnaire with open and closed questions to managers, teachers and students who attend EJA in an educational institution in the municipal public network of Porto Grande - AP, as well as former students who escaped from this teaching modality at this institution, accounting for four questionnaires. Documents related to EJA were also analyzed, which are made available by the bodies of the public education network in the state of Amapá and the institution of teaching involved.

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Starting from the case study to carry out the research, Escola Municipal Acre has approximately 47 EJA students, and in the first and second stage referring to fundamental I, which corresponds to the first to fifth year, it currently has nine students and 38 students in the 3rd and 4th stage referring to fundamental II. Two managers and five teachers were included as research participants. Six students also participated, five from the 1st and 2nd stages, and one student from the 3rd and finally three former students.

To collect data and, as it is in a pandemic context, we use technology

available, creating the questionnaire on the Google Forms platform and using the WhatsApp application to meet the participants and send the questionnaires.

The results of this research were obtained from the analysis of questionnaires produced on Google Form, with open and closed questions for teachers, managers, students and former students.

In this context, the results referring to teachers, corresponding to information obtained, point out that it means that to work at EJA the teacher needs to know how to better understand the student and their daily reality, identify the potential of each one through educational practices, show that everyone can achieve their goals, respecting the limits of teaching since they are students from different backgrounds, age ranges, knowing how to accommodate and be very flexible with patience and motivation.

Although many of the problems faced at EJA are recurrent, the Covid-19 pandemic made it even worse, and according to teachers, the lack of technological knowledge on the part of students, the financial conditions to acquire the necessary equipment and the difficulty in communication between teacher/ student were considered the most significant factors for which some of the students ended up dropping out of classes, prioritizing work.

However, the Acre municipal school adopted some procedures to face these difficulties, which, according to teachers, are activities launched during the Covid-19 pandemic to assist in the EJA teaching-learning process, and it should be noted that the impact of the pandemic caused students to withdraw and affected their emotional and social behavior, intensifying the lack of interest in studies, generating consequences such as impaired writing, difficulty learning and assimilating content.

Finally, even with all the difficulties experienced by the atypical moment, at Escola Municipal Acre, teachers and other employees involved are always looking for a way to minimize problems in order to continue the educational process, with the purpose of reducing inequality, seeking interaction between everyone involved, thus contributing to quality teaching.

In relation to managers, we sought to know how the school reacted to the Covid-19 pandemic, what measures were adopted by EJA in relation to the students' permanence. Another topic also covered was student dropout and according to the survey data, it was possible to analyze that the school sought measures that favored the student, in addition to creating projects to look for students who did not present their activities. To obtain data on the students who attended the educational institution investigated here, it was briefly possible to determine that many students, despite the measures adopted by the school, had many difficulties in learning.

As this is a highly relevant research, with the purpose of "A look at the educational reality of EJA", it is considered pertinent to seek data from former students who evaded (dropped out), which generated a certain difficulty that at first was the lack of contact, as they were former students, as some moved to another location, worked or were simply not available.

In this sense, we obtained results from three former students who justified their withdrawals by the fact that online study is much more difficult, they claimed that they learned less than in person and by the lack of understanding. Two of the participants have already returned to the classroom in search of knowledge and with the aim of qualifying for the world of work. However, special attention should be paid to the third participant, as he claims to not know the letters. We must emphasize that faced with this obstacle, the researchers traveled to their residence two kilometers from the city, so that they could complete the questionnaire.

The participant mentioned here works as a housekeeper all day under the sun, and as he does not have transportation and

Since his residence was very far from the school, he ended up giving up on his dream of “learning to read and write”. We see in her eyes that she longs for knowledge and to know words. According to the participant, who is a former EJA student, he has already tried to find a private teacher, but it hasn't worked out very well for several reasons, including discrepancies in schedules and availability.

In order to finalize the results of the research, one of the students who responded to the questionnaire, having difficulty dealing with technologies to attend remote classes, persists in seeking to fulfill her dream of becoming literate. On April 1st of this year, this student called the researcher to report and confirm her withdrawal, for the same reason as the participant mentioned above, that is, the fact is that living far from school was her biggest reason.

The student claims to have contacted the school management, but was unable to do anything, as the school does not have transport to transfer such students. Unsatisfied, she points out that “they are only remembered at election time”. This report leads us to realize the lack of public policies that ensure the right to quality education not only for EJA, but for all basic education, giving more visibility to the popular classes.

Situations like these, where students feel the need to return to the classroom and there are so many difficulties, having to prioritize their family and work, end up postponing their return to the classroom again.

#### 4. RESULTS AND DISCUSSIONS

We know that difficulties in EJA are recurrent due to several factors, and with the Covid-19 Pandemic this situation has only worsened. Most students have difficulties accessing technology and considering the region where Escola Municipal Acre is located, it has become even more difficult to develop classes.

In view of this, we sought, through this research, to delve deeper into how these students are staying in this pandemic scenario, and how teachers are dealing with the difficulties encountered. To this end, we applied a questionnaire with open and closed questions to teachers, managers, students and former students with the purpose of obtaining data to contribute to the understanding of the teaching-learning process during the pandemic period.

For the research to be carried out, it was necessary to ask permission from the director of the educational institution, who spared no effort to carry out the research. Afterwards, it was necessary to go to the school secretariat to get the teachers' contact details and some information about the enrollment of the students. students of youth and adult education in the years 2019, 2020, 2021, and 2022, immediately afterwards it was necessary to contact the EJA managers first and then with the teachers, after conversations with the teachers it was possible to get in touch Contact the student and ask them to answer the questionnaires that were produced on Google Forms and sent via WhatsApp, this process occurred with everyone involved.

On this platform, four questionnaires were created, which received six responses from students, three from former students and two responses from managers and five responses from teachers.

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##### 4.1 Teachers facing the Covid-19 pandemic

The teachers contacted were very helpful and answered the questionnaires. In turn, the students, especially those in the 1st and 2nd stage, had a lot of difficulty answering the open questions,

The researchers had to go to their homes for a more informal conversation, and the students were very helpful.

Of the five teachers involved in data collection for this study, three have undergraduate degrees and two have postgraduate degrees. *Lato sensu*-Specialization. Two managers who have degrees, six students and three former students who escaped from EJA also participated. The five teachers who were involved in this investigation have worked directly at EJA at Escola Municipal Acre for some time, with one teacher working for a week, another for six months, another for a year, another for three years, another for eighteen years. As for the two managers, who are teachers, one has worked in this role at the aforementioned school for ten years and the other for eight years.

Among the teachers involved in this research, only one underwent training/training to work at EJA, and three participated in training activities related to Paulo Freire's thoughts.

When asked about the requirements for a teacher to work at EJA, the responding teachers highlighted:

"You have to be very flexible with students as they live a completely different reality than regular school students" (Teacher V).

"That the teacher better understands the student and their daily reality, being able to identify the potential of each student through educational practices" (Teacher G).

"Above all, be a person who knows how to welcome and has continued training in the area. EJA is differentiated by several aspects regarding the students, each one has a good reason for giving up, it is up to the teacher to know how to welcome and show that everyone can achieve their goals. In this case, the master's passion for teaching is what will make a great transformation in the lives of these students" (Teacher F).

"Work respecting each person's teaching limits, as they are students of different age groups" (Teacher M).

"Understanding, patience and motivation" (Teacher Q).

These statements confirm the thoughts of Paulo Freire (2020, p.65) where he states that "My respect as a teacher for the person of the student, for their curiosity, for their shyness, which I must not aggravate with inhibiting procedures, requires me to cultivate of humility and tolerance."

Continuing the search for understanding the difficulties that teachers are facing in teaching EJA during the pandemic period, the teachers involved in this investigation were asked about the main problems they are facing in teaching EJA in view of the Covid-19 pandemic, being which they responded: "Problems for students to participate in remote classes, as some students

they work and arrive late at night and Internet too" (Teacher M).

"Some problems faced were communication between the teacher and student, as most of the time we had an internet signal without transmission with the students, etc." (Teacher G).

"Student withdrawal" (Teacher F).

"EJA is a teaching modality that has a high rate of student dropout and in this pandemic this rate rose, there was a fourth stage class that had 55 students enrolled and only 9 completed the course by attending online classes and/or just taking the handouts, and we only achieved this because we had an active search every fortnight" (Teacher V).

"The problems faced are: lack of technological knowledge on the part of students, difficulty in internet connection in classes, considering that many do not have the financial means to have a good Wi-Fi connection and generally many abandon the course due to other difficulties that arise during the school year" (Teacher Q).



In general, the responses obtained indicate a lack of technological knowledge on the part of the students. Previously, difficulties with internet connection in classes, considering that many do not have the financial means to have a good Wi-Fi connection, making communication between the teacher and the student difficult. It was also highlighted that some students work and arrive late at night, unable to participate in remote classes. One of the teachers who answered the questionnaire highlighted that EJA is a teaching modality that has a high rate of student dropout and in this pandemic this rate has increased. A fourth stage class had 55 students enrolled and only 9 completed the course by attending online classes and/or following only through handouts, which was achieved through the “active search” that is carried out every fortnight. Active search is an existing project at the school that aims to rescue students who stop attending classes, developed by volunteers.

To face these difficulties, Escola Municipal Acre adopted some procedures that were highlighted by the teachers involved in this research work. These are activities launched during the Covid-19 pandemic to assist in the EJA teaching-learning process, such as: the administration of Escola Municipal Acre, together with the team of teachers, established that classes would continue through printed handouts and online classes, several “constant active searches”, reevaluations and content replacement were carried out for those who were unable to participate in the class for various reasons. Finally, despite the difficulties already mentioned and many others, the educational process continued, online, due to the pandemic year experienced. The considerations pointed out by teachers about decisions in this pandemic moment to minimize difficulties confirm what Souza (2021) highlights, that is, in addition to the difficulties with electronic devices, they still have to reconcile work schedules, taking care of the house and of children with remote classes, which generates a lot of demotivation on the part of students.

Following the previous questioning, we sought to find out from the teachers involved in this research work how remote classes are working during the Covid-19 pandemic. The responses obtained were as follows:

“With certain difficulties due to poor connection and also many of the students not having the technological knowledge that the course uses” (Teacher M);

“Remote classes are working through social groups created within WhatsApp, we are working also looking at handouts, a lot of interaction with students” (Teacher G); “We have online classes and handouts” (Teacher V);

“Through the WhatsApp application, videos and handouts” (Teacher F);

“Through handout material, given to students for resolution and with a return date” (Teacher Q).

In this sense, it is clear that in the pandemic context, the use of technologies was very important to continue classes, although, for the most part, students do not have access, as Santos and Barbosa (2020, p.168) tell us “the inequalities became more striking, since a large part of students from the popular classes do not have the necessary resources for the new moment”.

17 Another aspect investigated that is related to the progress of EJA classes during the Covid-19 pandemic concerns student participation in remote classes. To this end, we asked respondents how students are participating in the remote classes being offered during the Covid-19 pandemic. The responses indicate that in general there is little student participation. However, the teacher

(G) stated that “[...] student participation is very important for the relationship between teachers, management and students, the interaction between everyone involved evolves every day”. The teacher (V) believes

that it is being reasonable, and that it has improved after the delivery of handouts. According to this teacher, there wasn't as much feedback in online classes." In turn, the teacher (F) states that "the participation rate at EJA is very low". The professor (Q) only mentions "not wanting to be redundant, but it is remotely". Analyzing the teachers' responses, we realized that the EJA modality took a step back with remote classes and sought, through handouts, a way to maintain learning, as mentioned by Paulo Freire (2020, p. 121) "It is essential, therefore, that the school constantly instigates the student's curiosity instead of appeasing it".

Arriving at the main purpose of this investigation, which was to understand the impacts of the Covid-19 pandemic on the teaching-learning process of the EJA modality, considering the need for social isolation and the use of remote teaching, we asked teachers what impacts the The Covid-19 pandemic is having an impact on the teaching-learning process of EJA students. The results obtained are described in Table 1 below:

**Table 1- Impacts of Covid-19 on the EJA teaching-learning process**

Professor M	"many, including the lack of technological knowledge"
Professor G	"This impact caused students to stay away from school, affecting their mental behavior, as many left writing compromised, distancing themselves between colleagues and staff"
Professor V	"I see that these two years of pandemic reached not only EJA, but basic education as a whole. But I realized that EJA students took advantage of this situation to not attend school, despite many wanting to study, the idea still remains that just coming to school is approved, the educational system strengthened this premise by enacting that no one could be held back. "
Professor F	"lack of interest in studies"
Professor Q	"difficulties in learning and assimilating content"

Source: Prepared by the authors (2022)

As Santos and Barbosa (2020) assure us, the Covid-19 pandemic shook the entire structure of global society, and education in general had a very negative impact. Considering that classes are now online, making the issue of inequality evident, where many do not have or do not know how to manipulate technological tools.

#### 4.2 Managers in the face of the Covid-19 pandemic

To better understand the impacts of the Covid-19 pandemic on the teaching-learning process of the EJA modality, given the need for social distancing and the use of remote teaching,

In this research work we included the participation of managers from the school involved, that is, the Acre Municipal School. A questionnaire was administered to two managers of the aforementioned school, who in this research are called manager (G) and manager (D), with the first to respond being the manager (G) and the second the manager (D). According to some closed questions in the questionnaire, we found that both managers have postgraduate degrees *Lato sensu*-specialization, but do not have the qualifications to work at EJA. In relation to the year of work at the institution and at EJA, the manager (G) has been working for 10 years and the manager (D) for 8 years. According to the manager (G), the EJA modality started at the school in 2013.

With regard to the curricular guidelines that are adopted in the EJA of Escola Municipal Acre, the manager (G) highlighted that “The National Curricular Guidelines for EJA cover the training processes of EJA as one of the modalities of Basic Education in the elementary school stage (initial years and final years) in accordance with LDBEN 9394/96”. As stated in Brasil (1996):

Education systems will provide young people and adults, who were unable to study at a regular age, with appropriate educational opportunities free of charge, taking into account the characteristics of the students, their interests, living and working conditions, through courses and exams.

Given the problems that the pandemic has caused in education, managers responded about the main problems they have been facing in managing EJA during this period, and it was possible to obtain the following answers:

“Evasion is the main problem, for sure” (MANAGER G).

“Rescuing the student for pedagogical development. Since this student is not in of the physical school environment, and according to them, it is difficult to organize time for studies” (MANAGER G).

In view of this, we see how important the school's approach to the student is, contact with the school and the educator will always be more effective, especially for the EJA modality audience, as it facilitates the development of students' learning and avoids possible evasion, as this distance can make learning difficult.

However, it is worth saying that despite the premise that remote teaching can contribute to reducing the impacts of school closures on learning, it has limitations and, furthermore, will not replace face-to-face classes, especially in the context of Basic Education students. , from Early Childhood Education, Early Years to Final Years (FARIAS; MELO; JÚNIOR, 2020, p. 40).

During this pandemic context, many schools are using various methods to keep students studying. In this sense, we questioned managers about: what decisions were made at Escola Municipal Acre to continue with EJA during the Covid-19 pandemic? Therefore, we obtained the following responses:

“Classes were held remotely as per decree” (MANAGER G).

“Remote work developed the Family x School project: Beyond the Connected, a way to rescue the student” (MANAGER D).

Farias, Melo and Júnior (2020, p. 40) confirm these managers' positions when they state:

With the scenario of provisional closure of schools, concerns arose about how to adapt to this new teaching reality in which the need to search for strategies that encourage and support distance activities has become even more significant, taking into account the essential nature that these assume for the moment.

In another direction, Escola Municipal Acre sought to adapt to the remote teaching method and from this, as mentioned by the manager (D), sought a way to rescue students who did not submit their activities or did not participate in classes. To better understand this process, we sought to find out from managers how remote classes are being developed during the Covid-19 pandemic and obtained the following responses

“Through Google Meet, WhatsApp and handouts” (MANAGER G)

“Remotely with handouts, WhatsApp groups, videos, targeted links”. (MANAGER D). We realized with this question that nowadays there are many means of communication that give

support for education, and the school sought to use these means. As highlighted by Farias, Melo and Júnior (2020, P. 40), “In an increasingly globalized world, technologies assume a prominent role with regard to advancement, practice and communication. Technological resources are therefore intended to increasingly assist men in their daily activities.”

EJA classes suffer from dropouts, and the pandemic has become yet another reason for this occurred. In view of this, we sought to find out how classes are being offered during the Covid-19 pandemic and to this end, we obtained the following answers:

“It is a differentiated audience with many social and access problems, so participation is minimal” (MANAGER G).

“Very weakened” (MANAGER D).

Based on the analysis of these responses, we can highlight that student participation is very distant, since these changes can be seen as a shock in their lives,

because there was a huge change in reality. In this sense, Farias, Melo and Júnior (2020, p. 40) state that:

One of the great implications of this moment was the perception that teaching and learning are much more than the events that take place behind closed doors, to the point that, in the current context, learning environments start to coexist with domestic and family experiences, all of this caused by the sudden change in scenarios caused by the new Coronavirus.

It is not new that dropout rates have been prevalent at school, there are many other causes and the Covid-19 pandemic has become yet another reason for such an event. In view of this, the following question was asked to managers: what factors are contributing to the evasion (abandonment) of EJA students during the period of the Covid-19 pandemic? The responses obtained were as follows:

“Student distancing at school” (MANAGER G).

“These are adverse factors such as: unemployment, or even employment that makes it difficult for the student to study, advanced age, many stay with their grandchildren to provide opportunities for the children's parents at school, among others” (MANAGER D).

As previously highlighted, the Covid-19 pandemic is not the only reason why students They even drop out of school. There are several factors and the distance from the educational institution is seen as a major obstacle for the student and the teacher. Therefore, the school needs to contact the student to investigate the reasons for abandonment. Therefore, respondents were asked this way: what do you recommend to keep EJA students attending classes in the context of the Covid-19 pandemic? The responses obtained were as follows:

“Differentiated work with projects that involve them and develop mastery of the reading and writing code, but mainly that they develop competence as a reader and writer of their own text, their own history, and reinvent ways of surviving and transform the world, to be a citizen” (MANAGER D). We see in this way that reinventing has become a word that can define the school, because in this new reality it was necessary to seek new methods, create projects and renew strategies so that the student is not harmed.

Despite all the disruptions presented due to the pandemic, something is notable: the emergence of a reflective movement throughout the academic community, seeking to give a new meaning to education in the development of new pedagogical practices, new skills, and the challenge of taking teaching outside the walls schoolchildren. These changes, and their new ways of “teaching”, “learning”, “interacting” and “evaluating”, have been a great challenge for schools, teachers, students and their families (NASCI-MENTO; MANSUR; GOMES, 2020, p. 99).

### 4.3 Students' reports on the impacts of the Covid-19 pandemic

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In carrying out this research, we sought to know about the student's perspective. Based on this context, it was possible to contact six students, four female and two male, aged 18, 25, 28, 36, 46 and 53 years old. In relation to the EJA stage, five students are from the first and second stage and one from the third stage. Of these students who were investigated, only two work. The students highlighted here will be called student (A), student (B), student (C), student (D), student (E) and student (F).

Faced with the Covid-19 pandemic, like teachers and managers, students went through many difficulties in staying at school. In this way, we sought to find out about the main problems they have been facing with EJA classes during the Covid-19 pandemic and it was possible to obtain some answers:

Student (B): According to the student, the internet was his biggest difficulty. Student (C): The student says he was unable to learn anything.

The difficulty in accessing the internet is still very prevalent despite the fact that the technology is available in different places, older people or even young people suffer a lot when trying to keep up with these changes, since they are not used to it or their financial situation does not cover access to such technological services. For Motta and Araújo (2020, p. 148), “[...] the difficulties have been immense, for everyone involved in the teaching-learning process, who did not choose this way of teaching and learning and, therefore, are not prepared for such a teaching approach.”

Given these difficulties in the pandemic context, we sought to ask the following question: Have you ever thought about giving up on EJA in view of the Covid-19 pandemic? In this question, only one student thought of give up, being that he did not highlight the reason for thinking about abandoning his studies.

In this sense, students were asked what measures the school could take to keep students attending EJA classes. According to student (B), the teachers could have explained the content better, as the handouts were always just handed out without any explanation and the student always looked for help on Google. Regarding this finding, Souza (2021, p. 16) states “[...] that the actions of the EJA teacher are of great importance so that a quality education is actually provided and that it is appropriate to the reality of the student of this modality ”.

Related to the challenges of keeping students attending EJA during the pandemic period, we sought to find out from students what changed in their learning with the remote teaching that was implemented since the beginning of the Covid-19 pandemic, and the responses obtained were as follows: following:

Student (B): With these changes, learning has become very difficult Student (E): This form of teaching is very difficult

Student (F): Also finds this new method difficult

This new adaptation of teaching can be difficult, as the students highlighted. However, Souza (2021) states that the active schools have changed to the detriment of emergency events, modifying the contents, scenarios and methods necessary so that the student's teaching-learning process is not harmed in this time of pandemic.

Another issue also addressed was the difficulties that students have been facing in relation to the use of technology being used in remote teaching during the Covid-19 pandemic. Given this concern, student E expressed that the remote teaching method made his learning difficult. In this way, we sought to find out what changed in the students' school routine in this pandemic context, which, according to Student (E), what changed was the teaching-learning process.

Technologies are part of many people's lives, but there are still audiences who do not have as much access, and with the Covid-19 pandemic, the use of these technologies, such as the internet, applications, among others, were crucial for most people to people would not be left without working and students would not be without studying. Furthermore, several other situations considered technologies as plan B, with a focus on education, especially EJA. As highlighted in some responses to the questionnaire, students suffered from many difficulties using the internet, especially older students, and this made the learning process difficult for students.

In the face of so many changes, it cannot be ignored that, although digital technologies are part of the daily lives of a large part of the population in our contemporary times, they, in themselves, do not guarantee transformations in the teaching and learning process, and may not guarantee improvements in the referred to process (NASCIMENTO; MANSUR; GOMES, 2020, p. 98).

The Covid-19 pandemic made it easier for people to drop out since the EJA public is already going through a lot of inconvenience due to many working and now with this new reality that has emerged and taken many by surprise, many students do not have access to the internet, as the majority of the school and even the school involved in this research work adopted remote teaching so that they could continue studying. The school also spared no effort and sought various methods so that students would not give up, such as the active search project.

To better illustrate the panorama of evasion and retention of EJA students during the pandemic period, Below is a table representing the enrollment situation at Escola Municipal Acre for the years 2019, 2020 (the year in which the Covid-19 pandemic began), 2021 and 2022.

**Table 2-List of students enrolled at Escola Municipal Acre**

Students enrolled in the year	2019	2020	2021	2022
1st Stage	13	5	4	4
2nd stage	28	11	11	5
3rd stage	58	41	26	17
4th stage	43	41	47	21

Source: Prepared by the authors with data from the School Secretariat.

In this table it is possible to analyze that from 2020 to 2022 enrollments at EJA decreased. It is not known for certain whether the reasons for this decline search whether or not it was the Covid-19 pandemic.

We also found that in 2019, eight students abandoned or canceled their enrollment at EJA, in 2020 there were only one and in 2021 there were two students.

#### 4.4 Contributions from former students

We contacted EJA students who had dropped out of school for some reason and asked them to We are collaborating to answer a questionnaire. We had difficulties in making contact as these were former students who moved away from the locality in search of work, and it was possible to count on the participation of three former students, who will be called MC, J and OB here.

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MC, is 46 years old and lives in Porto Grande, is married and a housewife. According to this former student, “[...] studying online learns less than in person” and although she is able to manipulate technological tools, the pandemic changed her routine a lot, putting her studies on hold, but she then resumed her studies in another school and in 2021 he managed to complete it, but he was unable to enroll for the year 2022 to continue in the studies.

OB, is 24 years old, lives in Porto Grande, is married and works as a machine operator. For this former student, “[...] his withdrawal was due to a lack of understanding”, but he has already resumed his studies at another school.

The student (J) was unable to read and answer the questionnaires, so the researchers had to travel to your residence, thus completing all the questions. J, is 31 years old, married and lives in an extension, which makes access to school difficult. He works as a caretaker, which is another reason for his withdrawal, as he was unable to balance work and distance, and also due to the fact that he is unable to manipulate technological equipment and has difficulty reading, as according to him he does not know words. Confirming what according to Tamarozzi; Costa (2007, p. 75) “[...] young people and adults must have contact in the school environment, with a wide range of reading and writing that can provide them with the skills and competencies necessary for literacy”, which gives us It makes us reflect that students often feel the need to return to the classroom, but there are so many difficulties, often having to prioritize their family and their work that they end up postponing their return to the classroom again.

Especially during the Covid-19 pandemic, these problems are amplified given the implementation of remote teaching with the use of digital communication and information technologies and the indispensable global network of computers.

## 5 COMPLEMENTARY TEACHING PROPOSALS

With the development of this course completion work, it was possible to develop didactic proposals to be used in actions aimed at the retention of students who attend EJA in the context of the Covid-19 pandemic, which could be extended in other episodes of this nature. These are proposals that consider the use of remote teaching with the use of digital communication and information technologies in EJA in view of the context of the Covid-19 pandemic.

Proposals are produced based on the analysis of the impacts of the Covid-19 pandemic on the teaching-learning process of the EJA modality, taking into account the need for social distancing and the use of remote teaching, analyzing how EJA students are staying in the face of these impacts. They aim to help teachers, managers and other members of the school community who work at EJA, to improve the work that is spent on controlling dropout rates and keeping students at school. We hope that these proposals will provide significant advances in the development of the teaching-learning process of students who attend EJA.

The didactic proposals presented here were produced based on the following question: what are the impacts of the Covid-19 pandemic on the teaching-learning process at EJA, given the need for social distancing and the use of remote teaching? Given this scenario, how are EJA students staying?

Below are the proposals:

**1.1.**As these are students who attend EJA, remote teaching is necessary that teachers are flexible at all times involving pedagogical practices, allowing them to develop their learning in different times and spaces, adjusting to their routine and material conditions related to access to digital communication and information technologies;

**1.2.**Regarding communication, and considering that some teachers claim that One of the problems faced during the pandemic period was the lack of communication between teacher/student for various reasons, including the poor quality of the internet signal, the lack of equipment since many do not have the financial means to purchase a cell phone, or if they have The students do not know how to use the equipment. In this sense, it is necessary to suggest the constant use of

technologies, so that students can improve their use and thus reduce the communication deficit.

**1.3.** Since schools have adopted several procedures to keep students in school, one can think of methods that facilitate inclusion in classes, although they take place online, they have become quite suitable for the pandemic moment, therefore, handout material can be proposed, but flexible, easy to understand by students in both stages of the EJA modality.

**1.4.** Remote classes were one of the options most adopted by schools, therefore it suggests that teachers need to be more flexible with students, especially if the class is via WhatsApp, the educator needs to be more succinct, that is, it is necessary to facilitate their teaching method so that the student is not harmed in the teaching-learning process.

**1.5.** One way to help the student's learning process is to develop in the classroom class or even virtually recreational activities, this way of working facilitates learning, especially those who have great difficulty learning. Also important in among these activities is not to forget the EJA student profile.

**1.6.** The school needs to be active, following the student's learning process, and also, always be aware of their difficulties inside and outside the classroom, in order to act in a way that is favorable to the student, the teacher and the school, such as, for example, creating projects that work on the difficulties that students have.

**1.7.** As many students have several difficulties in balancing time to study or, as already mentioned, they have difficulty using technologies, it is up to the educator to analyze this student, work in detail on their learning, seek to have a dialogue in order to discover what problem they are facing.

**1.8.** In relation to former students, it is of fundamental importance to use the project active search, so that these students return to the classroom, promoting activities at school that instigate curiosity and return, seeking within each one's difficulties, a form of meaningful learning and within their social context.

Finally, we present two teaching proposals necessary for the development of remote teaching at EJA in a pandemic context:

#### **a) Use of computer equipment in the EJA teaching modality:**

Based on the research problem and some results obtained from this investigation, we sought to create an initial proposal with the purpose of presenting EJA students with a computer room so that they can gain knowledge about the equipment that the room has. . This activity is important as it allows EJA students to learn about technologies, as many do not know about them, much less know how to use them.

This activity comprises some moments:

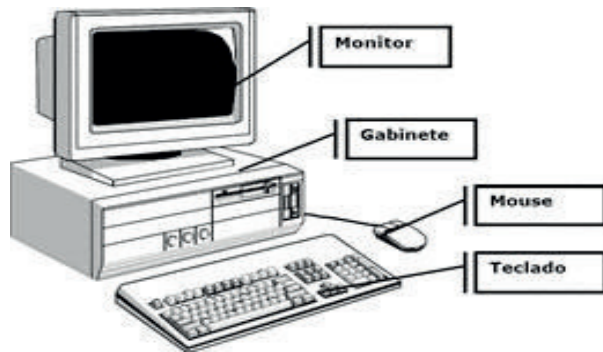
- Firstly, the teacher must present in an illustrative way an image of a

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computer showing each part that makes it up and starting the theoretical class just to inform the student which device he will be handling.

Figure 1 - illustrative images of electronic equipment





Source: Google images

- Secondly, students must be invited to attend a lecture on technology with the following contents: concept of basic computing (types of computer, components, etc.), which must be presented to students in a very illustrative way, with videos and images

Figure 2- types of computer



Source: Google images

- In a third moment, students must participate in a practical class in the information room. practice to learn how to manipulate the computer.

- In a fourth moment, the student must be shown some cell phone models, from the its physical structure to some functionalities, as well as accessibility for people who have difficulty handling the device. The student must also be instructed to make an emergency call, if necessary.

This proposal only proposes an introduction to computing so that the student has an idea of knowledge of some devices.

**b)Use of reading in EJA during the Covid-19 pandemic:**

With the aim of minimizing the impacts of the covid-19 pandemic on the EJA teaching-learning process, it is pertinent to suggest activities related to reading, as students in this modality have

a lot of difficulty knowing the words. Below is an example of reading that can be sent to EJA students:

### Figure 3-readings

Source: Google images

This proposal aims to instigate group activities, through various dynamics involving books, stories, textual genres, magazines, newspapers and diverse information from their context with debates and a lot of dialogue and exchange of information. The purpose is to follow Paulo Freire's method, which is based on the principle of dialogue, with the aim of boosting collective interaction and mutual relationships.

## 6. FINAL CONSIDERATIONS

Carrying out this research work made it possible to investigate an educational reality of EJA in times of pandemic, since in 2020 the Covid-19 pandemic began, where people needed to adapt to the new reality and started to adopt social distancing, working remotely, finding balance between professional and personal life. In schools, teachers and students remained active in their studies, even with difficulties in accessing the internet and, at times, facing major problems.

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amplitude that highlights the social vulnerability still present in the daily lives of many.

In this sense, in this study we seek to understand the impacts of the Covid-19 pandemic on the teaching-learning process of the EJA modality, taking into account the need for social distancing and the use of remote teaching, analyzing how EJA students are staying in the face of these impacts. After its development, we realized that the objective was achieved and we were able to demonstrate that the Covid-19 pandemic really made the student's teaching-learning process difficult,

because many did not have access to *Internet*, they did not know how to use a cell phone and the non-face-to-face contact with the teacher made it difficult for them to understand the content taught.

During the research, four specific objectives were established, the first of which was to characterize the EJA modality in the municipal public network of Porto Grande-AP, pointing out Paulo Freire's contributions to this teaching modality. In this aspect, we found in some bibliographical research, a great contribution by the author to the EJA modality, and it was possible to characterize the EJA modality in the municipal public network of Porto Grande-AP.

The second specific objective was to identify the main problems faced by EJA teachers and students in the Covid-19 pandemic, indicating decisions taken to continue with EJA in the context of this pandemic in order to keep students attending classes. This goal was met as the school took several measures such as active search, a project in which the researchers actively participated, handbook activities with the purpose of reinforcing the teaching-learning process, especially for students who for some reason do not have access to digital technologies. thus failing to participate in remote classes. The teachers involved in the research highlighted that one of their biggest problems was the lack of communication between teacher/student, given their lack of technological knowledge. They highlighted the financial difficulty that made it impossible to access a good Wi-Fi connection and electronic devices. According to the teachers, the students also experienced several difficulties, as they had to adapt to this new reality of remote teaching, making teaching even more unfeasible as they did not know how to use the applications and the lack of contact with the teacher in person made it difficult. progress of the process.

In the third specific objective, which sought to understand the repercussions of the measures adopted by EJA in relation to the permanence of students, it was possible to verify that the educational institution committed itself to creating a project that sought out students who abandoned and did not complete their activities, as a way to talk about their learning difficulties in this pandemic context.

Finally, in the fourth specific objective we seek to highlight factors that are contributing to possible abandonment of EJA students as a result of the measures that were adopted with the Covid-19 pandemic. The analysis of the data obtained from the field research made it possible to attest that there were many factors that caused dropouts, according to the managers of the school investigated here. However, it is possible to highlight, according to the former students involved in the research, that one of the factors for abandonment was the lack of understanding and the inability to combine work and studies, although two of those involved have already returned to another school. However, another did not return due to the fact that he lives very far from the school and works, considered another crucial factor for these former students and the fact that he does not know how to manipulate electronics with cell phones or the application and still claims to not know the words .

Taking into account the main question of this research, it was found that the lack of experience in using applications, cell phones and even social distancing had a major impact on the teaching-learning process of students who attend the EJA modality. Another question that was also problematized and that guided the research was, how are the students' permanence of EJA, and this questioning made it possible to conclude that there were many difficulties for the students, The reasons that led to evasion varied.

For the results of this research to be relevant, the data collection instruments They made it easier to analyze them, but we had a little difficulty getting the answers.

Given the relevance of the topic, further research still needs to be carried out to deepen the perception of the real causes that lead EJA students to drop out of school, even though they know that there are too many problems that EJA students have historically faced to keep attending. the classes.

It is necessary for schools to seek to create digital inclusion projects for EJA in order to improve student participation in the digital sphere, considering that in this Covid-19 pandemic this problem has accentuated students' difficulties.

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and literacy. Maceió: Edufal, 2008.

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APPENDIX I

 <p>INSTITUTO FEDERAL DE EDUCAÇÃO, CIÊNCIA E TECNOLOGIA AMAPÁ</p>	<p>BR-210 Highway, Km 03, s/n - Brasil Novo 68909-398 – Macapá – Amapá</p> <p>Home page: <a href="https://www.ifap.edu.br/">https://www.ifap.edu.br/</a></p> <p>Created by Law No. 11,892 of December 29, 2008.</p>
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**Questionnaire for Youth and Adult Education teachers Dear teacher,**

This questionnaire is part of the research work we are developing in the IFAP Pedagogy Course called “**A look at the educational reality of educating young people and adults in times of pandemic**”. Your answers will be used to understand the impacts of the Covid-19 pandemic on the teaching-learning process of youth and adult education, taking into account the need for social isolation and the use of remote teaching, analyzing how the permanence of students is EJA students face these impacts.

Thank you for your contribution. Erika and Heliana.

**GENERAL INFORMATION**

Email (optional): .....

1. What is your academic background? ( ) Teaching (high school)

- ( ) Graduation
- ( ) Specialization ( ) Master's degree
- ( ) Doctorate degree

two. How long have you worked at Escola Municipal Acre? ( ) 6 months

- ( ) 12 months (1 year) ( ) 18 months
- ( ) 24 months (2 years) ( ) 30 months
- ( ) 36 months (3 years)
- ( ) Other. Which:.....

3. How long have you worked as a teacher in Youth and Adult Education?

- ( ) 6 months
- ( ) 12 months (1 year)
- ( ) 18 months
- ( ) 24 months (2 years) ( ) 30 months
- ( ) 36 months (3 years)
- ( ) Other. Which:.....

4. What are the requirements for a teacher who works at EJA?

.....

**CONTINUING TRAINING**

6. Did you undergo training/training to work at EJA? ( ) Yes

- ( ) No

7. If your answer to question 6 was YES, describe what training activities on EJA you carried out?

.....

8. Have you ever participated in training activities related to Paulo Freire's thoughts?

- ( ) Yes
- ( ) No

9. If your answer to question 8 was YES, describe what activities related to Paulo Freire's thought did you carry out?

.....

**EJA DURING THE COVID-19 PANDEMIC**

10. What are the main problems you have been facing in teaching at EJA in view of the Covid-19 pandemic?

.....

11. What decisions were made at Escola Municipal Acre to continue with EJA during the Covid-19 pandemic?

.....



12. How do the remote classes being developed during the Covid-19 pandemic work?  
.....

13. How is student participation in the remote classes being offered during the Covid-19 pandemic?  
.....

14. What impacts is the Covid-19 pandemic having on the teaching-learning process of EJA students?  
.....

15. What teaching methodologies are you adopting in remote classes during the Covid-19 pandemic? .....

**MEASURES ADOPTED BY EJA IN RELATION TO STUDENTS' PERMANENCE**

16. What measures were adopted by Escola Municipal Acre to face the Covid-19 pandemic and keep EJA students studying?  
.....

17. Mention other measures you have been adopting during the Covid-19 pandemic to keep EJA students attending classes.  
.....

**ABANDONMENT OF EJA STUDENTS DUE TO THE COVID-19 PANDEMIC**

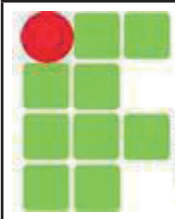
18. What factors are contributing to the evasion (abandonment) of EJA students during the Covid-19 pandemic period? .....

19. What do you recommend to keep EJA students attending classes in the context of the Covid-19 pandemic?  
.....

20. What can the school do to keep its EJA students attending classes during the Covid-19 pandemic?.....



APPENDIX II

 <p><b>INSTITUTO FEDERAL DE EDUCAÇÃO, CIÊNCIA E TECNOLOGIA AMAPÁ</b></p>	<p>BR-210 Highway, Km 03, s/n - Brasil Novo 68909-398 – Macapá – Amapá</p> <p>Home page: <a href="https://www.ifap.edu.br/">https://www.ifap.edu.br/</a></p> <p>Created by Law No. 11,892 of December 29, 2008.</p>
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**Questionnaire for Youth and Adult Education managers Dear manager,**

This questionnaire is part of the research work we are developing in the IFAP Pedagogy Course called “**A look at the educational reality of educating young people and adults in times of pandemic**”. Your answers will be used to understand the impacts of the Covid-19 pandemic on the teaching-learning process of youth and adult education, taking into account the need for social isolation and the use of remote teaching, analyzing how the permanence of students is EJA students face these impacts.

Thank you for your contribution. Erika and Heliana.

**GENERAL INFORMATION**

Email (optional): .....

1. What is your academic background? ( ) Teaching (high school)

- ( ) Graduation
- ( ) Specialization ( ) Master's degree
- ( ) Doctorate degree

two. How long have you worked at Escola Municipal Acre? ( ) 6 months

- ( ) 12 months (1 year) ( ) 18 months
- ( ) 24 months (2 years) ( ) 30 months
- ( ) 36 months (3 years)
- ( ) Other. Which:.....

3. How long have you worked as a manager in the Youth and Adult Education modality? ( ) 6 months

- ( ) 12 months (1 year)
- ( ) 18 months
- ( ) 24 months (2 years) ( ) 30 months
- ( ) 36 months (3 years)
- ( ) Other. Which:.....

4. What are the requirements for a manager working at EJA?

.....

5. Since when has the EJA modality been offered at Escola Municipal Acre?

( ) 2021	( ) 2016	( ) 2011
( ) 2020	( ) 2015	( ) 2010
( ) 2019	( ) 2014	( ) 2009
( ) 2018	( ) 2013	( ) 2008
( ) 2017	( ) 2012	( ) Other. Which? .....

How many students are currently enrolled in EJA at Escola Municipal Acre?

.....

6. What are the curricular guidelines adopted in the EJA of Escola Municipal Acre?

.....

7. How is EJA addressed in the Acre Municipal School's political pedagogical project?

.....

**CONTINUING TRAINING**

8. Did you undergo training/training to work at EJA? ( ) Yes

( ) No

9. If your answer to question 6 was YES, describe what training activities on EJA you carried out?

.....

10. Have you ever participated in training activities related to Paulo Freire's thoughts?





- ( ) Yes
- ( ) No

11. If your answer to question 8 was YES, describe what activities related to Paulo Freire's thought did you carry out?  
.....

**EJA DURING THE COVID-19 PANDEMIC**

12. What are the main problems you have been facing in managing EJA in view of the Covid-19 pandemic?  
.....

13. What decisions were made at Escola Municipal Acre to continue with EJA during the Covid-19 pandemic?  
.....

14. How do the remote classes being developed during the Covid-19 pandemic work?  
.....

15. How is student participation in the remote classes being offered during the Covid-19 pandemic?  
.....

16. What impacts is the Covid-19 pandemic having on the teaching-learning process of EJA students?  
.....

17. What teaching methodologies are being recommended for remote classes during the Covid-19 pandemic? .....

**MEASURES ADOPTED BY EJA IN RELATION TO STUDENTS' PERMANENCE**

18. What measures were adopted by Escola Municipal Acre to face the Covid-19 pandemic and keep EJA students studying?  
.....

19. Mention other measures that Escola Municipal Acre has been adopting during the Covid-19 pandemic to keep EJA students attending classes.  
.....

20. How did the school plan its activities to avoid dropouts right after the Covid-19 pandemic quarantine stipulated by the government?  
.....

**ABANDONMENT OF EJA STUDENTS DUE TO THE COVID-19 PANDEMIC**

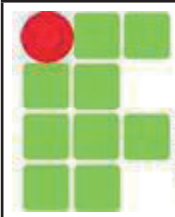
21. What factors are contributing to the evasion (abandonment) of EJA students during the Covid-19 pandemic period? .....

22. What do you recommend to keep EJA students attending classes in the context of the Covid-19 pandemic?  
.....

23. What can the school do to keep its EJA students attending classes during the Covid-19 pandemic?  
.....



APPENDIX III

 <p>INSTITUTO FEDERAL DE EDUCAÇÃO, CIÊNCIA E TECNOLOGIA AMAPÁ</p>	<p>BR-210 Highway, Km 03, s/n - Brasil Novo 68909-398 – Macapá – Amapá</p> <p>Home page: <a href="https://www.ifap.edu.br/">https://www.ifap.edu.br/</a></p> <p>Created by Law No. 11,892 of December 29, 2008.</p>
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**Questionnaire for Youth and Adult Education students Dear student,**

This questionnaire is part of the research work we are developing in the IFAP Pedagogy Course called “**A look at the educational reality of educating young people and adults in times of pandemic**”. Your answers will be used to understand the impacts of the Covid-19 pandemic on the teaching-learning process of youth and adult education, taking into account the need for social isolation and the use of remote teaching, analyzing how the permanence of students is EJA students face these impacts.

Thank you for your contribution. Erika and Heliana.

**GENERAL INFORMATION**

Email (optional): \_\_\_\_\_

01. What is your sex?

<input type="checkbox"/> Masculine	<input type="checkbox"/> Feminine	<input type="checkbox"/> Other
02. How old are you?		
<input type="checkbox"/> 17 years	<input type="checkbox"/> 21 years	<input type="checkbox"/> 25 years
<input type="checkbox"/> 18 years	<input type="checkbox"/> 22 years	<input type="checkbox"/> 26 years
<input type="checkbox"/> 19 years old	<input type="checkbox"/> 23 years	<input type="checkbox"/> 27 years
<input type="checkbox"/> 20 years	<input type="checkbox"/> 24 years	<input type="checkbox"/> Other. Which?.....

03. What municipality/city do you live in?

.....

04. What is your marital status?  Single

- Married
- Separated
- Divorced  Widowed

06. What is your ethnicity/color?  Yellow

- White
- Indigenous  Black
- Brown
- I don't want to declare

05. Do you work?  Yes

No

06. If the answer to question 05 was YES, what work do you currently do?

.....

07. What are the main problems/difficulties you have been facing with EJA classes during the Covid-19 pandemic?

.....

08. Have you ever thought about giving up on EJA in view of the Covid-19 pandemic?  Yes

No

09. If the answer to question 08 was YES, what were the reasons that led you to think about giving up EJA? .....

10. What measures did Escola Municipal Acre take immediately after the emergence of the Covid-19 pandemic to keep students attending classes?

.....



11. What other measures do you think Escola Municipal Acre could implement to keep students attending EJA classes?  
.....

12. What has changed in your learning with the remote teaching that has been implemented since the start of the Covid-19 pandemic? .....

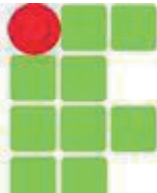
13. Describe how the teacher is doing to teach classes during the Covid-19 pandemic?  
.....

14. What are the biggest difficulties you have been facing in relation to the use of technologies being used in remote teaching during the Covid-19 pandemic?  
.....

15. In the context of the Covid-19 pandemic, what has changed in your school routine? .....

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APPENDIX IV

 <p><b>INSTITUTO FEDERAL DE EDUCAÇÃO, CIÊNCIA E TECNOLOGIA AMAPÁ</b></p>	<p>BR-210 Highway, Km 03, s/n - Brasil Novo 68909-398 – Macapá – Amapá</p> <p>Home page: <a href="https://www.ifap.edu.br/">https://www.ifap.edu.br/</a></p> <p>Created by Law No. 11,892 of December 29, 2008.</p>
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**Questionnaire for former Youth and Adult Education students**

**DEAR,**

This questionnaire is part of the research work we are developing in the IFAP Pedagogy Course called **“A look at the educational reality of educating young people and adults in times of pandemic”**. Your answers will be used to understand the impacts of the Covid-19 pandemic on the teaching-learning process of youth and adult education, taking into account the need for social isolation and the use of remote teaching, analyzing how the permanence of students is EJA students face these impacts.

Thank you for your contribution. Erika and Heliana.

**GENERAL INFORMATION**

Email (optional): \_\_\_\_\_

01. What is your sex?

<input type="checkbox"/> Masculine	<input type="checkbox"/> Feminine	<input type="checkbox"/> Other
02. How old are you?		
<input type="checkbox"/> 17 years	<input type="checkbox"/> 21 years	<input type="checkbox"/> 25 years
<input type="checkbox"/> 18 years	<input type="checkbox"/> 22 years	<input type="checkbox"/> 26 years
<input type="checkbox"/> 19 years old	<input type="checkbox"/> 23 years	<input type="checkbox"/> 27 years
<input type="checkbox"/> 20 years	<input type="checkbox"/> 24 years	<input type="checkbox"/> Other. Which?.....

What municipality/city do you live in?

01. What is your marital status?  Single

- Married
- Separated
- Divorced  Widower

06. What is your ethnicity/color?  Yellow

- White
- Indigenous  Black
- Brown
- I don't want to declare

05. Do you work?  Yes

No

06. If the answer to question 05 was YES, what work do you currently do?

07. What are the main problems/difficulties that caused you to withdraw from EJA classes due to the Covid-19 pandemic? .....

08. What were the main reasons that led you to give up on EJA?

09. What measures could the Acre Municipal School have taken immediately after the emergence of the Covid-19 pandemic and that would prevent you from withdrawing from EJA?

10. Did the use of technology during classes shortly after the start of the Covid-19 pandemic contribute to your withdrawal from EJA? .....

11. In the context of the Covid-19 pandemic, what has changed in your routine?

12. Did the Acre Municipal School take any steps to help you return to school?

- Yes
- No

13. If your answer to question 12 was YES, what other reasons led you to give up studying?