



STUDENT DROPOUTS FROM YOUTH AND ADULT EDUCATION IN FINAL YEARS OF ELEMENTARY EDUCATION.

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SUMMARY

This dissertation deals with "Student dropout rates in the final years of elementary school. Dropout rates and school abandonment are problems that are present in several discussions regarding high school and especially referring to the modality of education for young people and adults, since the course is carried out in a short space of time. Dropout rates are a phenomenon that takes thousands of students out of school who may become future outcasts of society and the job market. The data from such materials supported the study on the subject. Thus, the main objective of the research seeks to analyze the causes of dropout rates in the final stages of elementary school in the EJA modality. For this purpose, an exploratory qualitative research was used. The studies carried out made it possible to reflect on these causes, as well as to allow reflection on the adoption of actions that make it possible to combat dropout rates and school abandonment in the classroom.

Keywords: School dropout. EJA. Elementary Education.

ABSTRACT

The present dissertation deals with "Evasion of students from youth and adult education in the final years of elementary school. School evasion and dropout are problems that are present in several discussions in relation to secondary education and mainly referring to the modality of youth and adult education, since the course is carried out in a short period of time. Dropping out of school is a phenomenon that takes thousands of students out of school who may become future excluded from society and the job market. Data from such materials supported the study on the subject. Thus, the main objective of the research seeks to analyze the causes of evasion in the final stages of Elementary Education in the EJA modality. For that, an exploratory investigation of a qualitative nature was used. The studies carried out made it possible to reflect on these causes, as well as to make it possible to reflect on the adoption of actions that make it possible to combat dropout and school dropout in the classroom. **Keywords:**School dropout. EJA. Elementary School.

1. INTRODUCTION

This research arose from the need to understand the factors that triggered school dropout in EJA students in the final years of elementary school, with the interest in the topic being due to the relationship with personal success and the needs for professional improvement that many people present, seeing in Youth and Adult Education (EJA) an open door to

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return to school with the possibility of personal and professional advancement to add new knowledge to what they already had.

This type of education aims to serve citizens aged 15 to over sixty, who did not finish their studies at the right age or who were denied their right to education. Composed of a very diverse clientele, from young people still in their teens to adults, of very different ages, it presents several challenges, which has sparked curiosity to research the problem, making it pertinent to seek explanations for the causes of dropout of elementary school students in the final stages of the EJA modality, as a way of understanding this phenomenon in order to transform the reality offered by this type of education.

The research used a qualitative, hypothetical-deductive approach, using the case study as a methodology. In the study, research in dissertations, articles, theses, specialized magazines, books and other scientific publications was used to verify the contents. The methodology presents the procedures used and the methods adopted to articulate the theoretical framework on the qualitative approach, which will allow some understandings with the objective of deciphering the study problem.

The research is of great relevance to the educational field because it seeks to understand a major challenge in the modality of Youth and Adult Education in the final years of Elementary School, interpreting the causes that may contribute to students dropping out. In the academic field, it can support research on similar themes. Emphasizing that in this study, the phenomenon of dropout of EJA students can be of great value to assist in the teaching and learning process of students in this teaching modality.

2.LITERATURE REVIEW

Understanding that evasion can be classified as a social phenomenon because it is a common behavior observed in several school organizations, causing a negative effect in the school environment, seen as an interruption of the study day and, above all, as a social fact, which should receive a special look at this event due to certain factors, is that the fact has been widely discussed, both in the school sphere and in courses

training, such as by education departments and professional bodies (BERTOLEZA, 2021)

In Brazil, discourses on illiteracy began after the Proclamation of the Republic on November 15, 1889. This debate became a very relevant topic because individuals who were not literate were excluded from society in a certain way. The act of literacy therefore represented the breaking of a great barrier for people who were denied the right to vote, which also enabled intellectual improvement and the practice of citizenship, especially for whites and blacks from economically disadvantaged classes (CARREIRA, 2014).

Precisely in 1872, through the first census in the country, it was shown that 82.3% of people over the age of five were illiterate. In 1890, after eighteen years, the second census was carried out, during the period of the Brazilian Republic, and the illiteracy situation remained the same. The high number of illiterate people attracted the attention of the authorities, being a subject of great repercussion in political speeches. However, there was little change, since, in practice, there were no major achievements (DIAS, 2012).

For decades, illiteracy has been seen as a problem that is far from being solved. The system needs to take a special look at the Brazilian reality in this regard, especially where socioeconomic conditions are less favorable. It is worth noting that Brazil has the highest percentage of illiterate individuals among Latin American countries, which have the same economic conditions and common characteristics in relation to education (CARREIRA, 2014). This conflict requires a confrontation that goes beyond the walls of educational institutions (BERTOLEZA, 2021).

Among the various functions of education, it has the role of forming the citizen in his/her integrity, involving his/her demands, whether they are of a moral, intellectual, social, physical or economic nature. Therefore, it is believed that, given its social function, education helps the individual to develop fully, establishing an inseparable and intrinsic relationship.

Education can be seen as a social premise that drives people to transform their reality. In a society with unequal opportunities, schooling demonstrates some negative results, leading to exclusion, in which lower-class students do not have the same

school access than students from classes with greater purchasing power, providing a dichotomy between the educational order experienced by these two distinct social classes (ARRUDA, 2019).

In this sense, we refer to Gomes (2005), who defends the idea that EJA is understood as a process of educational policies and practices aimed at youth and adult life, carried out inside and outside the school context. In this sense, the author also reiterates that EJA constitutes a set of practices, experiences and proposals that deal directly with the social, historical and cultural construction of age categories.

EJA students are different from students in other types of education. A class that includes everyone from teenagers to the elderly, workers, housewives, people with special needs, among others, all with diverse levels of education and bringing with them experiences gained inside and outside of school. All with different goals and generally they are people who did not have access to or continuity of schooling at the age considered appropriate (DI PIERRO, 2003).

Moreira (2003, p. 4) understands all people who do not have the necessary schooling skills to meet the needs of current social and professional life, significantly increasing the Brazilian population over fifteen years of age who do not have the minimum level of schooling, guaranteed by the Federal Constitution as a right for all, which is Elementary Education. "Thus, the democratization of education is achieved with access and permanence of all in the educational process, within which school success is a reflection of quality." (CONAE, 2010, p. 62).

In order to implement an education capable of including different subjects in school institutions and contributing to making it accessible to all Brazilians, the Brazilian Constitution of 1988 determined fundamental aspects of education, placing Youth and Adult Education as a subjective right that can be claimed by the population, given that it is part of free public basic education (CURY, 2004).

The Federal Constitution of 1988, Art. 5, emphasizes that education is a right of all citizens, and it is the responsibility of the family and the state to provide strategies to guarantee the integrity of the person's development, preparing them for their professional qualification and for the exercise of citizenship. To complement Art.208, items I and VI emphasize that the guarantee of education for all includes

both regular education students (4 to 17 years old) as well as students who did not have access at the appropriate age, and it can be offered in the evening shift, to allow for the adaptation of the subjects' conditions.

In order to ensure compliance with what is determined in the Federal Constitution of 1988 (CF/88), Art.214, it is decided that it is mandatory to create a law that establishes the National Education Plan - PNE to determine effective guidelines, objectives and goals to enable the development of various levels of education.

Quality in education is an old concern, resulting from a historical conflict that reached its peak in 1990, when the World Conference on Education for All and the Plan of Action to meet Basic Learning Needs were organized in Jointien, Thailand, and which received support from the United Nations Children's Fund (UNICEF), the United Nations Development Program - UNDP, the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the World Bank.

According to Dias (2012), in the 1990s, despite the existence of the National Education Conference and the determination of the pact in favor of overcoming illiteracy in Brazil, the President at that time, Fernando Collor de Mello, harmed the advances obtained in relation to Youth and Adult Education, because he ended the programs aimed at literacy among the population.

Firstly, the program linked to the Ministry of Education, which was responsible for supervising and monitoring the institutions and departments that received resources to promote education to students who did not have access to knowledge at the appropriate age (EDUCAR), was extinguished, which had been replaced by the Brazilian Literacy Movement (MOBRAL), deliberating the National Literacy and Citizenship Program (PNAC), widely publicized in the media.

The PNAC was introduced in September 1990 with the idea of breaking the weakened image of the Collor Government, as it showed the social context with several disapprovals regarding the lack of benefits for the educational system (BERTOLEZA, 2021). Thus, the alternative was to propose this program highlighting the globalization of Elementary Education and the eradication of illiteracy, however, in the following year it was eliminated without any declaration for such action (DIAZ, 2020).

However, Dias (2012) states that the governments of Fernando Henrique Cardoso and Fernando Collor de Mello were not concerned with public policies.

that guided the Education of Young People and Adults, in a way that changed Art. 60 of the Federal Constitution of 1988 in the title of the Acts of Transitional Constitutional Provisions (BRAZIL, 1988), with Constitutional Amendment No. 14, of September 12, 1996 (BRAZIL, 1996), which reduced the capital for the eradication of illiteracy in ten years.

In the same year of 1996, the Law of Guidelines and Bases of Education (LDB) nº9394/96 (Brazil, 1996) was decreed, which in the following articles 37 and 38, addresses the Education of Young People and Adults, stating that it is the duty of the educational system to offer free elementary education for students over 15 years of age and secondary education for students over 18 years of age for students who did not have the opportunity to remain in school at the right age (DIAZ, 2020).

The education offered must consider the context of the students and their expectations, giving them opportunities and knowledge of the common core curriculum, with the aim of ensuring that they remain in the school units, completing basic education and enabling them to complete their studies in subsequent stages. In this way, it demonstrates that education has undergone some periods of growth based on LDB No. 9394/96 and decline due to budget cuts allocated to Youth and Adult Education, as reiterated by Dias (2012).

Youth and Adult Education is guided by the National Curricular Guidelines for Youth and Adult Education – DCN/EJA (BRASIL 2000), with the aim of enabling procedures aimed at regularizing practices in favor of improving education for people who did not have access to schooling at the right age.

In Opinion No. 11 of May 10, 2000 (BRASIL 2000), the three fundamental functions of Youth and Adult Education are highlighted:

- **Repairer:**referring to the viability of entry and continuation of studies of students who, for various reasons, were unable to continue their academic life, making it crucial to provide these individuals with the same conditions in terms of guaranteeing education.

Adding that nothing resolves just enrolling, it is of utmost importance to ensure quality education valuing the specificities of these young people and adults as citizens who have had their rights denied. Brasil (2000) states that:

[...] the restorative function must be seen, at the same time, as a concrete opportunity for the presence of young people and adults in school and a viable alternative in terms of their sociocultural specificities.

segments for which effective action of social policies is expected (BRASIL, 2000, p. 9).

This function is essential to enable the necessary premises for young people and adults to return to their studies that they did not finish at the appropriate age. One way to promote equality among human beings is to ensure the right to education (DIAZ, 2020).

- **Equalizer:** is related to proposals of pedagogical possibilities all subjects, taking into account their difficulties and differences, given that EJA is aimed at people from various social classes who interrupted their studies due to failures, dropouts and inequality of opportunities, making an educational plan capable of integrating these subjects from the economic, cultural and social universe essential.

Through the equalizing function, equal access to educational practices is made possible for all individuals who did not have this goal, such as housewives, retirees, workers, among others, who for some reason interrupted their studies. Emphasizing that this is the function that opens paths for individuals to return to school environments and expand their life experiences and academic knowledge (BRASIL, 2008a)

- **Qualifying or permanent:** portrays learning situations of content for life, because the education of young people and adults must prioritize the continued qualification of citizens, valuing the experience and knowledge that they bring based on dialogue where knowledge can be constructed continuously, observing the incomplete aptitude that qualifies people, with the objective of collaborating in the constitution of a society that prioritizes globalization and balance of opportunities. "It is based on the incomplete character of the human being whose potential for development and adaptation can be updated in school or non-school settings" (BRASIL, 2008a, p. 11).

This function is the essence of EJA, as it intertwines scientific knowledge with world knowledge, providing continued training. The problem of seeking quality in EJA education is in line with the Basic Education Chamber - CEB and the Resolution of the National Education Council - CNE, on July 5, 2000, No. 1, which designated the National Curricular Guidelines for EJA (DCN/EJA), which is established by 25 articles that guide the attributions that must be considered in the proposal for this educational modality, observing the

equity, which establishes equal opportunities in relation to students' access and permanence in educational institutions.

According to the resolution cited above, the right to education overrides the consideration of cultural specificities and differences brought from spaces outside the school environment, and it is the responsibility of education systems to propose courses, strategies and possibilities to enable the completion of studies, through in-person, blended and distance learning courses, as long as the school units are evaluated and accredited by the public authorities (DIAZ, 2020).

Given the moral obligation based on the omission of policies regarding assistance to people who did not have access to education at the right age, the National Education Plan (PNE) was published in 2001, through Law No. 10,172, the first version directing 26 goals for Youth and Adult Education, guaranteeing the literacy of ten million young people in five years and the elimination of illiteracy in ten years in both Elementary and Secondary Education.

In this teaching modality, there are basic principles that determine specific didactics and pedagogical proposals that meet the diversity of these actors in the scenario of Youth and Adult Education. In particular, education, especially EJA, has the function of improving the potential and critical-social awareness of citizens, contributing to a more sustainable, egalitarian and humane society.

It is noted that educational policies aimed at this educational category were inspired by economic points of view, directly relating to material life and survival. However, this teaching cannot continue with the belief of compensatory and immediate teaching, only to assist in the professional space, without meeting students' expectations: educational, intellectual and educational.

The education of Young People and Adults over time, in Brazil, has faced economic, political and social issues that imply its implementation, thus Gadotti (2003), defines that education must consider difficulties due to the lack of appreciation and specificities, unsuccessful experiences, experienced within the school institution and inferiority complexes.

At this stage of Youth and Adult Education, it is part of a historical process marked by many movements and struggles considering the number of people who

are excluded from society and have not had educational support (MAIA, 2013).

Gadotti (2003) also states that pedagogical practices must be in accordance with the reality of students in this type of education, prioritizing democratic actions, with the participation of the entire school community, valuing the life experience of students, using the dialogical process, constituting the long-awaited education of the citizen. In search of democratizing education, there was a need to solidify through the publication of the Federal Constitution of 1988, which guides articles no. 205, 208 and 214, which deals with the universalization of education, involving people who did not have access to education at the appropriate age.

Still on the fight for improvement in the quality of education, LDB n° 9394/96 (Brazil, 1996), highlights the importance of EJA included in Basic Education, providing a compass in relation to its implementation. The teaching modality gives back to students who were not able to complete their studies at the right age, an old dream, that of having a certification and adding new opportunities both professionally and personally (ARRUDA, 2019).

For Brazil (2006):

[...] ensure that all people have the right to develop reading and writing skills in order to enjoy literate culture, strengthen sociocultural identities, improve living conditions, promote citizen participation and gender equity, and preserve health and the environment (BRASIL, 2006, p. 21).

The State has the duty to create public educational policies for access and permanence in educational institutions, given the current situation, Oliveira, (2001) argues that:

[...] public educational policies are everything that a government does or fails to do in education. [...] in general it applies to school issues. In other words, it can be said that public educational policies concern school education (OLIVEIRA, 2001, p. 4).

In this sense, it is worth reiterating that public policies are essential for the EJA school process, formally providing content according to the educational needs of students, making them aware of their role as citizens and co-responsible for social well-being, collaborating to overcome class inequalities.

Even though it is a modality that requires concrete actions and investments, educational programs and policies aimed at this audience

of young people and adults did not last long, due to the lack of well-defined strategies and awareness, as the basis of public policies is to meet the educational needs of individuals, making them aware of their role as citizens and co-responsible for social well-being, helping to combat social inequalities (MAIA, 2013).

Another essential issue regarding public policies is that they should be developed taking into account the desires of individuals in exercising their participation in society. Public policies are essential for the education of young people and adults, given that this type of education is the one that most needs concrete actions and investments.

MATERIALS AND METHODS

This study was initially prepared through this bibliographical research, based on the problem of school dropout in elementary education in the EJA modality and also analyzing documents and material already published, consisting mainly of books, periodical articles and currently with material available on the Internet, in order to perceive the weak points of school management and analyze the issues highlighted.

To this end, the research was presented based on the subject presented in the previous pages, which will be carried out in an exploratory descriptive approach to the topic in question.

For the development of the present study, the research methodology used approached a qualitative aspect and was developed to prove the hypotheses raised, through documentary analysis, in the descriptive approach carried out on the causes of school dropout in the final years of elementary education, EJA modality, focusing on the main factors that allow students in this teaching modality to drop out of the course, increasing dropout rates.

RESULTS AND DISCUSSIONS

Even though the 1988 Constitution guarantees everyone the right to Youth and Adult Education, and this right was reaffirmed by the 1996 Guidelines and Bases Law, there are still cases where institutionalization remains irrelevant, mainly due to the scarce distribution of resources, as there was no

implementation of a national policy to support this segment. It is not a priority for governments to serve this public, it is clear to serve the initial segments of education, “[...] the priority of educational policy was to universalize access to school in childhood and adolescence” [...], (BRASIL, 2008a, p. 52).

The legislation LDB 9394/96, provides that young people who are 15 years old or older may enroll in Basic Education and, at 18 years old, may enter High School, provided that they have completed Standard Education - chapter II, article 5, paragraphs I and II of Resolution No. 64/68 of the State Education Council, and must be offered in school units free of charge, with equal opportunities, considering the specificities of these young people and adults. In article 4, it declares that the rights provided for in the constitution for the adult and young population to education: the obligation of the state with the educational process, guaranteeing them the offer of regular education for young people and adults, with characteristics and modalities appropriate to their needs and availability, guaranteeing workers conditions of access and permanence in school. (BRASIL, 1996).

Thus, the law provides support for young people and adults who did not study at the appropriate stage, ensuring that they can return to the educational environment. Nowadays, it is necessary to recognize that students in this modality are thinking and critical beings and that they deserve a very reflective look to build a participatory and conscious citizen (MAIA, 2013).

The curricular proposal for this teaching category suggests a new configuration in the teaching of the necessary skills focused on citizenship, not only fulfilling the right to enroll, but also offering the academic construction of excellence, with qualified teachers who can carry out quality teaching, proposing a differentiated form in the various areas of knowledge and observing the social context and its relationship to the academic space.

However, it is crucial to keep in mind the role of this type of education in our society and how to positively reach the students who benefit from it. Students in Youth and Adult Education must have access to the same knowledge as other students who attend school at the right age, receiving the same infrastructure from the educational institution and the skills that are necessary for each stage of education.

Emphasizing that these students are already contributors to society and have their own culture. Haddad (2007) highlights that there is currently an increase in the rate

of students enrolled in this category of the educational system, as many had access to education, reducing the number of illiterates, but, however, few managed to efficiently obtain a significant number of graduates, continuing their studies. This concern of the author, who highlights the return of students showing that they did not complete their studies, meets the anxieties of many researchers to find the causes that contribute to evasion.

Education can be seen as both political and technical, indicated by a deliberation of fertile theories with a symbolic meaning, enabling a bridge for educated subjects through a tripod: culture, work and society. For him, education is capable of benefiting subjects by creating conditions for living in harmony in society.

It is understood that currently EJA, as a stage of teaching of basic education proposed for individuals who did not attend school institutions at the right age or who did not complete their studies in the regular time, can inspire new perspectives by establishing a bridge with the knowledge of the world that they already had and expanding it with new knowledge. Therefore, with this alliance between the teaching team and young people and adults, it can allow the exchange of ideas, the complexity of knowledge.

We also sought to understand, according to Maia (2013), how the management process and the main public policies have been acting to the detriment of the possibility of minimizing the percentage of students who drop out, in addition to seeking to understand the causes and controversial situations in the case of dropout, as appropriate for the administration model and the reasons that make this process advance in relation to the knowledge produced and the quality of the work developed.

Dropout is a very complex issue, as the number is very high, given the number of students who enroll and unfortunately do not complete their studies, which can be considered as an interruption for a defined period or not. Therefore, it was necessary to study the reasons that lead to this social fact (ARRUDA, 2019).

We can understand evasion as a major obstacle, practiced by students dropping out before the end of the school year, which can be definitive, taking away the students' incentive not to continue their studies. These students leave because they are unable to evolve in their academic life and not always by their own will. For Oliveira (2001, p..20) evasion is associated with:

(...), the high dropout and failure rate in the projects of the educational system for young people and adults indicate a lack of harmony between this school unit and the students enrolled there. However, we cannot fail to consider the economic and social reasons that prevent students from fully dedicating themselves to their personal plan of studying in this program.

The author emphasizes the importance of the curriculum being within the expectations of these subjects who are part of a group with their own characteristics that must be respected.

A curriculum proposal is a text or political discourse about the curriculum because it has intentions established by a certain social group. There are two types of causes for dropout, extrinsic and intrinsic in nature, allowing reflection on a wide diversity of variables for the theme. Some causes are on the part of the institution that are intrinsic, as they do not depend on the students, but affect their permanence in the school unit. According to Di Pierro (2003 p. 17):

[...] educators who teach young people and adults are generally also from primary education. Either they seek to equate the methods to this specific stage, or they use with young people and adults the same methodology of meaningful learning that they use with adolescents and children.

According to the author, the causes of dropout may lie in teachers' methodologies that are inadequate for this audience. The author suggests classes that extend knowledge beyond the school walls, which motivate students to complete their studies.

Oliveira (2001) believes that one of the causes of dropout may be associated with the student's social context and the characteristics of his/her family. In Youth and Adult Education, some students have the responsibility of providing for their families, and many combine work with study, which may be a factor that contributes to their dropout. According to Silva (2009, p. 07):

The truth is that not only the teacher, but also the educational system, ends up blaming the student for their failure, without reflecting on the true causes of this failure, which may be in the teaching-learning process, in the teacher-student relationship, in the curricula, in the socioeconomic situation of this clientele, among so many possible causes.

For Souza and Alberto (2008), the need to work early is a reality in our country, with individuals from underprivileged classes:

If by chance individuals who start early in the job market, the day-to-day work, which causes them physical exhaustion (head and body pains), excessive burden of responsibility and lack of enthusiasm, robs them of the right to play and study, transposing themselves to be a primary reference in terms of learning, instead of experiences in the school environment. At the same time, students predominantly link learning to common sense and daily experiences, contributing to them becoming inexperienced people without the academic knowledge necessary for the job market required by today's society. Failing in the educational system, where the skills listed in principles that are only found in educational institutions are necessary, such as: abstract processes, conceptual language, logical reasoning, algebraic and arithmetic definitions, and others. (SOUZA; ALBERTO, 2008, p. 716).

In order to seek equal opportunities, these citizens turn to EJA to expand their academic knowledge, but they do not always find what they expect and end up dropping out. For Xiberrás (1993), dropout may also come from the lack of social democracy, since not everyone has the same opportunities to study:

The forgotten are not only physically despised (racism), geographically (social minorities) or financially (less wealthy class). They are not only excluded from material goods, but also from the job market. They are also despised from spiritual and material goods: their value is not recognized and they are excluded from the allusive world (Xiberrás, 1993, p. 18).

These citizens are victims of an unfair system that disrupts their daily and school lives, simultaneously damaging their self-esteem as well as the coexistence between these citizens. Silva (2019) states that at the beginning of the school year, a considerable number of students enroll, assuming that many drop out during the year. In advance, there is a cruel and realistic recognition of what will happen annually, this situation is repeated.

Although the educational institution alone would not be able to effectively address this phenomenon, partnerships are needed between: Students/Society/School Institution/Public Authorities. Throughout the year, there are always some actions to rescue these students, some positive, others not, with the aim of ensuring schooling for those who did not study in childhood.

It is clear, therefore, when analyzing the phenomenon of the failure of the education system aimed at EJA students that there is an impartial relationship covering cultural and socioeconomic situations, even in the modern era, where the

Knowledge is considered a gear to drive the country's progress. However, it is necessary to understand EJA, not only as an education that can ensure evolution in the economic sector, qualify the workforce, but as a virtue and as an opportunity for students to build fundamental knowledge for performance in various social contexts and spaces (ARROYO, 2005).

According to Brasil (2000), new expectations for Youth and Adult Education are emerging through the actions of civil society and social organizations that have been demanding that the government fulfill its duty to the educational system. As soon as some individuals became aware of their rights, they began to fight for educational and social equity, even though these rights are slowly being ensured. On the other hand, another large portion of the lower class of society remains on the margins of society, excluded due to few actions in public educational and social policies.

Among the main situations that need to be restructured are: lack of public policies; personal problems; long working hours; little achievement; lack of time for studies; content below previous knowledge and little interest. Political factors can be characterized, above all, as the initial factor for the cause of school dropout in EJA, since if those who guide this teaching modality do not fulfill their role, failure will be evident.

Santos, Gomes and Santana (2013) characterize public policies aimed at EJA as the initial cause of school dropout. For these authors, the problem of school dropout is complex, pointing out some factors that contribute to school dropout:

Such as those of a social order that are linked to the conditions in which the student is inserted in society, and of an economic order, which in the capitalist production model with the territorial and social division, work has become more common, where students tend to migrate in search of employment, better working conditions, or move as a result of changing their work, in addition to not being able to reconcile work with school (SANTOS; GOMES; SANTANA, 2013, p. 969).

According to the authors, students who study at EJA have difficulty keeping the pressures of their lives in balance: pressures that emerge from their work, their family, course activities and possible variations in their own personality. Brasil (2000) reinforces that even with the triumph of some rights, society needs to continue demanding

[...] public managers, educators and social movements to make efforts to guarantee the right to education for young people and adults, seeking new forms, spaces and political-pedagogical proposals suited to the specificities of this public (BRASIL, 2009, p. 25).

The conflict to ensure the right to education for young people and adults is therefore an ongoing process and is characterized as an indispensable recovery of a right legitimized by the Federal Constitution, which may remain in an unfavorable situation. Making possible political-pedagogical proposals that benefit this modality, involving health, job creation and income, among others, is to propose opportunities for new horizons for these actors, thus collaborating to reduce the alarming school dropout rates.

Students in youth and adult education are generally individuals who have very fragile self-esteem, due to feeling excluded from the academic world, due to an unfavorable economic situation and, mainly, due to their frustrated trajectory in the educational environment. Therefore, dropout has been a major obstacle experienced by students and also by teachers in keeping subjects in classrooms.

The student's commitment to the activities proposed didactically, through the use of procedures appropriate to these individuals, can be converted into a positive action to reduce dropout, as students will be more enthusiastic about their academic development. Didactic methodologies should not be a straightforward deliberation, where the content is presented in a fixed, inert form, far from the experience of these subjects. It is noted that it is necessary to associate the work of the school institution with the world knowledge of the EJA student public. Brazil guarantees that:

[...] the articulation of knowledge of the popular classes with school content (technical and scientific) requires non-hierarchical and non-dichotomized modes of pedagogical intervention, giving meaning and significance to this new knowledge thus produced, in order to build conceptual systems that contribute to understanding reality, analyzing it and transforming it (BRASIL, 2000, p. 33).

Faced with this already hierarchical and dichotomized rupture of the traditional and limited pedagogical practice, a horizontal education is introduced, overcoming the traditionally established relationships, with dialogue as the articulator of teaching and learning actions (ARROYO, 2005). Thus, it is necessary to analyze, understand and change the living conditions of these individuals, which is the task of the institution.

school, highlighting the importance of the foundation and systematization of the curriculum, relating the contents to the interests of the students.

FINAL CONSIDERATIONS

The education modality for young people and adults is a teaching category formed by a plurality of individuals, holders of heterogeneous preferences, expectations and knowledge. Therefore, the educational institution needs to be aligned with the interests of these different actors to receive them and work with differentiated pedagogical practices, aiming at reducing school dropout rates.

School dropout represents a chronic obstacle to the education of young people and adults, as it can keep a large number of basic education students from returning to school to finish their studies or attend school for the first time.

Students in youth and adult education are generally individuals with very fragile self-esteem, due to feeling excluded from the academic world, due to an unfavorable economic situation and, mainly, due to their frustrated trajectory in the educational environment. Therefore, dropout has been a major obstacle experienced by students and also by teachers in keeping subjects in the classroom. Work can be defined as a typical human activity and as a common mechanism capable of promoting transformation in a society.

From another perspective, however, work can be the most important and driving force behind returning to school, remaining in school and obtaining certification, with the aim of professionally qualifying and acquiring a better position in the job market, in line with the premises of institutions and companies that seek more qualified individuals to fill the positions offered.

The imposition of professional training and better performance in the job market has contributed greatly to young people and adults returning to educational institutions. To ensure that these individuals return to and remain in school, public policies for socioeconomic inclusion are necessary, guaranteeing them opportunities to qualify professionally, creating conditions for participation, better job opportunities, equal rights, social inclusion and the right to exercise citizenship.

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