BELONGING AND RECOGNITION IN THE CONTEXT OF YOUTH AND ADULT EDUCATION: REFLECTIONS ON MEMORY AND IDENTITY

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SUMMARY
This article discusses the importance of belonging and recognition in the context of Youth and Adult Education (EJA), with an emphasis on their implications for memory and education studies. Based on a theoretical review based on the works of authors such as Baumeister, Leary, Maslow, Hegel and Honneth, the article seeks to explore how these concepts influence the construction of identity, the retention of information and the social interaction of educational subjects. The sense of belonging and recognition in the educational environment are essential for the academic and emotional development of students, directly impacting engagement and motivation for learning. The main objective of this research is to investigate the role of belonging and recognition in EJA, analyzing the contributions to the formation of identity and the academic development of students.
Keywords: Belonging, Recognition, Youth and Adult Education.

ABSTRACT
This article discusses the importance of belonging and recognition in the context of Youth and Adult Education (EJA), with an emphasis on its implications for memory and education studies. Based on a theoretical review based on the works of authors such as Baumeister, Leary, Maslow, Hegel and Honneth, we seek to explore how these concepts influence the construction of identity, the retention of information and the social interaction of educational subjects. The feeling of belonging and recognition in the educational environment is essential for the academic and emotional development of students, directly impacting engagement and motivation for learning. The main objective of this research is to investigate the role of belonging and recognition in EJA, analyzing the contributions to the formation of identity and the academic development of students.
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1.   INTRODUCTION

The field of Youth and Adult Education (EJA) is marked by unique characteristics that involve diverse life trajectories, multiple social and educational experiences and, often, a history of exclusion or interruptions in the formal schooling process. In this context, it is essential that pedagogical practices and the educational environment promote a sense of belonging and recognition, aspects that are fundamental to the well-being and development of students. Such concepts, although frequently discussed in sociological and psychological studies, still lack an in-depth analysis regarding their implications in the learning process and identity formation of the subjects who attend EJA.

Belonging refers to the human need to feel part of a group or community, being accepted and valued within it. Classic studies, such as those by Baumeister and Leary (1995), have already shown that social belonging is a basic motivation that influences human behavior and psychological well-being. Maslow (1943), in his Hierarchy of Needs, positions belonging as a social need to be met in order to achieve self-realization. On the other hand, recognition, as addressed by Hegel (1807) and expanded upon by Honneth (1995), concerns the respect and appreciation of individuals' identities and contributions, and is a crucial aspect for the construction of subjectivity and social justice.

In this article, the objective is to investigate the role of belonging and recognition in EJA, analyzing their contributions to identity formation and academic and emotional development.

students' final. The research aims to discuss how these concepts influence information retention, social interaction and student engagement in educational activities.

The methodology used in this study consists of a theoretical review based on leading authors in the fields of psychology, sociology and education, such as Baumeister, Leary, Maslow, Hegel and Honneth, as well as social memory theorists, such as Halbwachs (1990, 2006) and Candau (2021). The analysis seeks to integrate these theoretical frameworks into the context of EJA, exploring how the sense of belonging and recognition impact the motivation, memory and learning of the subjects involved.

It is considered that, by understanding how belonging and recognition manifest themselves in the EJA environment, it is possible to propose more inclusive and transformative pedagogical practices, which promote not only academic success, but also the full development and emotional well-being of students.

2.   BELONGING AND RECOGNITION: THEORETICAL ASPECTS

Belonging is a central concept in the social and behavioral sciences, referring to the human need to be accepted and valued in a group or community. According to Baumeister and Leary (1995), belonging is a basic psychological motivation, the satisfaction of which is closely linked to the emotional and social well-being of individuals. The theory proposed by the authors suggests that people have an inherent desire to form and maintain interpersonal bonds, and when this desire is not met, feelings of loneliness, anxiety, and alienation may arise. In the educational context, the sense of belonging is a crucial element for the integration and active participation of students, especially in EJA, where the history of exclusion and the diversity of life trajectories can generate additional barriers to engagement.

Abraham Maslow (1943), in his Hierarchy of Needs, positions belonging as a social need to be met after the satisfaction of physiological and safety needs. This means that for an individual to achieve self-realization and fully express their potential, they need to feel part of a community that values   their contributions and respects their identity. In the EJA environment, many students find in belonging an incentive to continue their studies and overcome personal and social challenges, since they recognize themselves as legitimate members of a learning community.

Recognition, in turn, goes beyond simple acceptance and involves validation and respect for individuals' identities, abilities and contributions. Based on Hegel's (1807) reflections, recognition is a dialectical process essential for the construction of subjectivity and self-awareness. Honneth (1995) expands on this concept, arguing that recognition is a central aspect of social justice, since the absence of recognition or the presence of distorted forms of recognition (such as disrespect and humiliation) can lead to processes of marginalization and social exclusion.

In this sense, recognition is a fundamental component of the educational experience in EJA, where students are dealt with who often have not had their stories and knowledge recognized in the traditional school environment. When they are respected and valued, students are motivated to engage in the teaching-learning process, which contributes to the development of their self-esteem and the construction of a more positive social identity.

3.   BELONGING AND RECOGNITION IN MEMORY STUDIES

Memory is a phenomenon that goes beyond the simple retention and retrieval of information. According to studies by Halbwachs (1990, 2006) and Candau (2021), memory should be understood as a social process, where belonging to a group or community plays a central role in the construction of memories. This process, called "memory of belonging", suggests that people tend to remember better of information that is associated with your social identity and shared experiences with a group significant.

In the educational context, the concept of memory of belonging applies to the fact that students retain content better when they are able to relate it to their own experiences and the group identity they have built in the school environment. When students feel part of a learning community and recognize value in what is being taught, they tend to establish deeper connections with the content, facilitating the process of encoding and retrieving information. Thus, belonging acts as a catalyst that enhances the construction of knowledge.

Recognition, in memory studies, refers to the ability to identify previous information.

learned when they are presented again in a specific context. The feeling of recognition is stronger when the information is associated with significant emotions or personal experiences that reinforce the identity bond. Honneth (1995) suggests that the absence of recognition, or the presence of distorted forms of recognition, can harm the way in which information is remembered and internalized, since disrespect can generate discomfort and devaluation of the memory itself.

In the context of EJA, where many students have experiences of disrespect and exclusion, promoting recognition implies validating not only formal knowledge, but also knowledge constructed through life experiences. By recognizing students' narratives and stories, the educational environment becomes a space where memories are integrated in a meaningful way, strengthening the self-esteem and self-confidence of the subjects.

4. BELONGING AND RECOGNITION IN THE EDUCATIONAL CONTEXT

Belonging and recognition are essential aspects for building an inclusive and democratic educational environment. In an environment where students feel part of a community and have their identities and contributions recognized, there is a significant increase in motivation and engagement with educational activities. In the context of EJA, these factors are even more relevant, since many of the students have a history of rejection or exclusion in formal educational institutions.

When students feel like they belong in an environment that values their life experiences and recognizes their strengths, they come to see school as a place where their identities are respected and where they can form meaningful relationships with peers and educators. This inclusion strengthens social bonds and fosters a collaborative learning environment where students feel motivated to actively participate in class, share knowledge, and contribute their perspectives.

Recognition, in turn, should be understood as a practice that values the uniqueness of students and their contributions. In pedagogical practice, this can manifest itself in a variety of ways, such as in the development of activities that integrate students' cultural and social knowledge, in the use of methodologies that value collaboration and dialogue, and in positive feedback that highlights each student's achievements and progress. When recognition occurs effectively, it contributes to strengthening students' identity and developing a sense of personal worth.

Thus, promoting belonging and recognition in the EJA educational environment is not just a pedagogical strategy, but a necessity for building an inclusive and emancipatory education. By creating a space where students feel welcomed and valued, educators enable them to see themselves as protagonists of their own learning and as agents capable of transforming their realities.

Therefore, understanding and applying these concepts in educational practice is essential to promote training that respects and values the diversity of subjects, contributing to the construction of a more just and egalitarian society.

5. FINAL CONSIDERATIONS

Belonging and recognition emerge as key concepts for understanding the dynamics of interaction and learning in the context of Youth and Adult Education (EJA). EJA, by nature, welcomes subjects who, for the most part, have experienced exclusion and interruptions in their formal educational path.

Thus, creating an environment that promotes a sense of belonging and recognition of one's experiences and knowledge is essential to ensuring an inclusive and effective education. When students feel welcomed and valued, there is a positive transformation not only in academic performance, but also in personal and social development.

Belonging, as highlighted by Baumeister and Leary (1995), is an essential human need, and its absence can generate demotivation, anxiety and disengagement. In the educational context, the lack of belonging can manifest itself as school dropout and lack of interest, factors that, historically, are among the greatest challenges of EJA. On the other hand, an environment where there is a genuine concern for integrating the student, recognizing their stories and valuing their contributions promotes a safe and welcoming space, in which subjects feel comfortable sharing their experiences and building new knowledge. In this sense, the feeling of belonging transcends simple acceptance, becoming a

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pillar for the construction of a transformative and emancipatory education.

Recognition, as argued by Hegel (1807) and later developed by Honneth (1995), is not limited to an act of approval, but constitutes a profound validation of the identity and capabilities of individuals. In the educational context, recognition is expressed both in pedagogical practices that value students' skills and prior knowledge and in social interactions that respect and validate their identities and cultural origins. Thus, recognition in the school environment is not only a motivational element, but also a foundation for the construction of autonomous subjects, with strengthened self-esteem and capable of positioning themselves critically in the world.

Furthermore, memory studies, such as those developed by Halbwachs (1990, 2006) and Candau (2021), reveal that belonging and recognition play important roles in the process of encoding and retrieving information. In educational environments that value diversity and promote belonging, memories are constructed in a more integrated and meaningful way, facilitating learning and retention of content. The memory of belonging, which involves the emotional and identity connection with the information learned, highlights the importance of the social context and the sense of group in the construction and maintenance of memories.

Thus, belonging acts as a mediator in the learning process, connecting the subject to the content and facilitating its retention.

In this context, it is essential that pedagogical practices aimed at EJA include strategies that promote belonging and recognition, such as valuing students' life stories, using active methodologies that encourage collaboration and dialogue, and creating an environment that welcomes cultural diversity and the different life trajectories of individuals. Such practices contribute to the construction of a more inclusive and meaningful curriculum that respects students' specificities and promotes their active engagement in the teaching-learning process.

Therefore, belonging and recognition must be understood as more than simple motivational strategies, but as central elements for the creation of an education that effectively welcomes, values and enhances the identities and capabilities of EJA subjects. Only by promoting these elements is it possible to build a truly emancipatory education, which not only provides academic development, but also contributes to the integral formation of subjects, favoring their social protagonism and their civic inclusion.

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