

Youth and Adult Education in the Municipal Network of Barreiros in the Paths of Inclusion and Development: A Qualitative Approach in the Context of Popular Education in Latin America

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Abstract

This article aims to explain Youth and Adult Education in the Municipal Network of Barreiros in the paths of Inclusion and Development, in a qualitative approach in the context of Popular Education in Latin America based on the actions promoted by the Municipal Network, the social subjects, the curriculum and the role of municipal management in promoting public educational policies in contemporary times. The general objective is to understand Latin American Popular Education in a historical and cultural context based on public educational policies linked to Youth and Adult Education in the municipality of Barreiros – PE. Among the specific objectives we have: understanding the municipality's actions to reduce functional illiteracy: implementing literacy and basic education programs for young people and adults; promoting social inclusion and promoting education in flexible teaching modalities that allow students to combine their studies with work and other responsibilities and investigating how public educational policies aimed at continuous teacher training in the Barreiros Municipal Network develop appropriate teaching materials and adopt innovative pedagogical approaches. Literature analyzes indicated that, in the theoretical field, Youth and Adult Education in Latin America dialogues with the public educational policies promoted by the Rede Municipal dos Barreiros, Pernambuco, Brazil, as they strive for a reflective, critical, civic education, innovative, technological, professional and that promotes the student's comprehensive training.

Keywords: Youth and Adult Education, Latin American Popular Education, Quality Education, Education in the Barreiros Municipal Network

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Introduction

This study aims to explain Popular Education in a Latin American educational conception, focusing on Youth and Adult Education in the Barreiros Municipal Network, investigating paths to inclusion and development, based on government public policies, historical landmarks and academic publications. , we aim to make a connection between the history of Popular Education in Latin America, in the context of Youth and Adult Education, and the actions developed by the Barreiros Municipal Network in a qualitative sampling of education in this modality.

The general objective is to understand Latin American Popular Education in a historical and cultural context based on public educational policies linked to Youth and Adult Education in the municipality of Barreiros – PE. Among the specific objectives we have: understanding the municipality's actions to reduce functional illiteracy: implementing literacy and basic education programs for young people and adults; promoting social inclusion and promoting education in flexible teaching modalities that allow students to combine their studies with work and other responsibilities and investigating how public educational policies aimed at continuous teacher training in the Barreiros Municipal Network develop appropriate teaching materials and adopt innovative pedagogical approaches.

The methodological procedure used in this research was a bibliographic review and literary refinement, which was based on concepts from the works of Jara (2020), Pontual and Ireland (2006), Gadotti and Torres (2003), Freire (1987), Narita and Kata (2020), Carvalho, Ramalho and Santos (2019), Brutscher (2021), among others that address Popular Education in the historical-social context and its importance for social transformation to break heterogeneity. This work is a qualitative study, using bibliographic research, document analysis and constant data mining in articles and books.

We also use the case study, a scientific research resource that uses qualitative data, investigated and received from concrete events, in order to justify, explore or describe current situations within a specific context, without following a specific direction. investigation but mining data, which are collected from the reality investigated, in our case public educational policies for Education in the Municipal Network of Barreiros – Pernambuco – Brazil.

We also aim to understand Youth and Adult Education in Latin America based on a qualitative sampling of the Barreiros Municipal Network and its integration with the National Common Curricular Base and its relationship with the student's comprehensive training in the educational and social context based on the profile of the educator linked to 21st century Education, aware of the challenges that still exist such as infrastructure, training processes and teaching resources.

Justification

Popular Education in the Latin American context is an object of study and educational practice that plays a primary role in promoting social justice, equality and citizen participation throughout Latin America. This educational approach is based on concrete foundations and was developed in response to the needs of social subjects, within their specificities. Among the types of Popular Education we have Indigenous Education, Quilombola Education, Prison Education, Rural Education and Youth and Adult Education.

According to Pontual and Ireland :

Popular Education, in a Freirean sense , wanted to be a specific contribution to revolutionary social change, one that could enhance a new type of education that formed individual and collective subjects and that focused on the protagonism of these subjects as a condition for the development of their historicity itself. (Pontual and Ireland, 2006, p.88)

When referencing the work of Paulo Freire (1987), we have the reflection of an education that needs to participate in the development of the student in its multiple dimensions, this education being in the context of Popular Education, a liberating education that breaks the historical hegemony that exists in Latino society. American. As one of the specificities of Popular Education, we have Youth and Adult Education which is made up of students outside the appropriate age range for regular schooling and needs special attention, as they are social individuals whose right to education has been denied to them either by social difficulties and/or people, or even the State's shortcomings in guaranteeing this modality for everyone in a given historical space.

In this context, we have public policies that are developed by the State with the aim of providing Popular Education, in the context of Youth and Adult Education (EJA) that enables the development of a liberating education, which encourages students to take center stage, their critical sense and their active participation in society.

Pontual and Ireland state that:

What is today called “public policies” is not a matter that is purely the responsibility of the State, but also of society. If society and social movements are not involved in the constitution of the public, according to liberal logic, public policies will inevitably lead to technocratic, instrumental or clientelist practices. (Pontual and Ireland, 2006, p.89)

In this vein, we will approach Latin American Popular Education, having as a qualitative investigation point the Education of Youth and Adults in the Municipal Network of Barreiros, which has been developing successful public government policies regarding this educational modality. Actions such as the incorporation of educational technology can help make learning more dynamic and accessible, allowing EJA students to develop digital skills and have access to hybrid educational resources.

As for pedagogical actions, we have Popular Education in the Barreiros Municipal Network that adopts a student-centered pedagogical approach, in which students are active participants in the learning process. This contrasts with traditional authoritarian, decontextualized and passive methodological approaches, which do not motivate critical thinking, citizen participation and autonomy of students.

Another point of action is social empowerment where social subjects of education acquire knowledge, skills and confidence to face everyday challenges, in multiple dimensions such as social, economic and political. This process promotes the empowerment of social communities, enabling them to become agents of change in their own lives and in their societies.

Sustainability and development are also aspects that play an important role in the development of sustainability, environmental preservation and social development. Promote learning about environmental, economic and social issues, helping to build more conscious and responsible societies in relation to the environment, environmental preservation and the well-being of all.

In this sense, Latin American Popular Education promotes a holistic, dynamic and participatory educational approach that respects cultural diversity and empowers communities, through their students, to become agents of change in their own lives and in their societies. Therefore, the promotion of Youth and Adult Education in this governmental path is a fundamental instrument for building a more inclusive, qualitative and equitable future throughout Latin America.

In the normative context, according to Brazil (1988) and LDB (1996), we have EJA as an educational modality aimed at those who did not have access to or completed Basic Education (Primary Education, Early and Final Years and High School) at the regular standard age. Also according to the references, EJA must be offered free of charge and with the same quality and equity as regular education, adapting to the needs and characteristics of students outside the age group, young people, adults and the elderly.

Education of Young People and Adults

Youth and Adult Education (EJA) in the Latin American context is a fundamental action to correct the educational distortion in the countries that make up the bloc, thus acting as a fundamental pillar for promoting inclusion, accessibility and reducing educational inequalities. Thus, EJA is a type of education aimed at citizens who did not finish their studies at the correct age and its offer guarantees the right to an education that aims to fill this gap. Thus, EJA provides learning opportunities for young people, adults and elderly people in Basic Education, in the modalities of Elementary School, initial and final years and High School.

However, according to Machado (2008), it is common knowledge that we have challenges in EJA classes such as the quality of the teaching and learning processes, training of teachers prepared for these educational modality, accessibility and dropout rates. Along this path, we believe that improving Youth and Adult Education (EJA) will require investment in human resources, school infrastructure and the incorporation of new practices and pedagogical supports. In this north, all of Latin America will be able to reap the benefits of a population that is more educated and prepared for the job market, the promotion of citizenship and a society strengthened by justice and social equity. EJA is a strong mechanism for promoting the right to education for students' comprehensive training.

Along this path, EJA's challenges include school dropout, which is the abandonment or even lack of participation of students in classes due to multiple aspects, such as work, family issues and personal situations. Another challenge is the quality of teaching, which can vary, and the lack of inputs, such as infrastructure, transport, textbooks and personal motivation, in addition to the need for qualified teachers for this stage of work and accessibility.

History of Education in Barreiros – Pernambuco – Brazil

The history of education in Barreiros, Pernambuco, is marked by challenges and advances that reflect the educational context of the state and Brazil as a whole. To understand this trajectory, it is important to observe the main milestones and developments over the years. During the colonial period, education in Barreiros, as in much of Brazil, was restricted to religious institutions, mainly the Catholic Church.

The Jesuits played a significant role in education, but access was limited to the white elite and the children of wealthy settlers. With Brazil's independence in 1822, there was a gradual increase in interest in education. The Empire promoted the creation of public schools, but education continued to be the privilege of the wealthier classes.

With the Proclamation of the Republic in 1889, significant changes occurred in the educational system of Barreiros and Brazil. Laws were enacted that established the secularization of education, making it more accessible to a greater number of people. However, illiteracy was still high, and public education faced structural challenges.

In the 1950s and 1960s, there were advances in Brazilian education, including the actions that took place in the municipality of Barreiros – PE, with the creation of the National Education Plan (PNE) in 1962, establishing guidelines for the expansion of education and the reduction of illiteracy. There was an effort to build public schools and promote basic education throughout the country.

During the Military Dictatorship (1964-1985), education suffered political interventions and ideological censorship. However, during this period, the government also invested in expanding the educational system, including Youth and Adult Education (EJA), although there was strong repression of freedom of expression and civilian indoctrination to military precepts.

With the return to democracy in the 1980s, there was a renewed focus on the democratization of education in Barreiros and throughout Brazil. Laws and policies were enacted that guaranteed access to education for all, regardless of age, race or social class.

Today, Barreiros, like the rest of Brazil, continues to face challenges in the educational area. Improving school infrastructure, teacher training, promoting inclusion and combating illiteracy are some of the current concerns. In addition to regular schools, Barreiros also has technical and vocational education institutions, with the Escola Técnica Estadual Central Barreiros and the Instituto Federal de Educação Polo Barreiros – PE, which aim to prepare young people for the job market. These institutions offer courses focused on different areas, such as agriculture, industry, hospitality and commerce.

Youth and Adult Education (EJA) plays an important role in the city, providing learning opportunities for those who did not complete their studies at the appropriate age.

Furthermore, educational technology and the search for partnerships with governmental and non-governmental institutions are ongoing strategies to improve the quality of education in Barreiros and meet the demands of today's society.

In short, the history of education in Barreiros, Pernambuco, is a narrative of evolution and overcoming challenges over the years, reflecting efforts to provide quality and inclusive education for all its citizens.

Methodology

The methodological procedure used in this research was a bibliographic review and literary refinement, which was based on concepts from the works of Jara (2020), Pontual and Ireland (2006), Gadotti and Torres (2003), Freire (1987), Narita and Kata (2020), Carvalho, Ramalho and Santos (2019), Brutscher (2021), among others that address Popular Education in the historical-social context and its importance for social transformation to break heterogeneity.

This work is a qualitative study, using bibliographic research, document analysis and constant data mining in articles and books. We also aim to understand Youth and Adult Education in Latin America based on a qualitative sampling of the Barreiros Municipal Network and its integration with the National Common Curricular Base and its relationship with the student's comprehensive training in the educational and social context based on the profile of the educator linked to 21st century Education, aware of the challenges that still exist such as infrastructure, training processes and teaching resources.

As an object of investigative study, in a qualitative approach, we have the Barreiros Municipal Network in serving Youth and Adult Education students, through documentary research, interviews with participants and analysis of educational indicators such as SAEPE (State of Education Assessment System). Pernambuco), IDEB (Basic Education Development Index) and PISA (International Student Assessment Program).

The documentary analysis, in notes, reports and results of the municipality's internal and external evaluations led us to understand that the work carried out by the Barreiros Municipal Network regarding public educational policies directs us towards an evolutionary path of education, with priorities for accessibility, professional education, use of innovative pedagogical support, constant ongoing training linked to educational practices, provision of quality school meals and teaching material associated with the students' reality of life.

Main Research Aspects

Scientific research is implemented in different aspects of investigation:

- **Literary refinement:** deepening the theme in different authors with the aim of understanding different arguments about the investigation
- **Needs Identification:** Monitor surveys and research to identify the demand for EJA programs in the Barreiros community
- **Structuring Courses and Programs:** Monitor the implementation of personalized curricula and study programs to meet the specific needs of EJA students
- **Teacher Training:** Supervise regular training and qualification for EJA teachers, addressing best pedagogical practices and teaching strategies
- **Infrastructure and Resources:** Identify actions to improve the infrastructure of schools that offer EJA, ensuring adequate facilities and access to modern educational resources
- **Monitoring and Evaluation:** Strengthen the continuous monitoring and evaluation system to measure student progress and identify areas for improvement

- **Partnerships and Resources:** enhance actions that promote partnerships with civil society organizations, higher education institutions, local companies and government agencies

Expected Results

The main results expected from the actions analyzed include:

- Significant reduction in functional illiteracy in Barreiros
- Increase in the EJA completion rate
- Improvement in students' reading, writing and mathematics skills
- Greater inclusion of marginalized groups in education
- Development of a more educated and egalitarian community
- Inclusion of students in the job market

Conclusion

This study approached Popular Education in a Latin American educational conception, focusing on Youth and Adult Education in the Municipal Network of Barreiros, investigating paths to inclusion and development, based on government public policies, historical landmarks and academic publications, we aim to make a connection between the history of Popular Education in Latin America, in the context of Youth and Adult Education, and the actions developed by the Barreiros Municipal Network in a qualitative sample.

In this direction, we realize that public educational policies on Youth and Adult Education in the Barreiros Municipal Network are initiatives that aim to transform the lives of young people and adults through education. By offering new dynamic, flexible and inclusive learning opportunities, the educational actions of the Barreiros Municipal Network contribute to the educational, economic and social development of the Municipality, enabling its citizens to build a better future for themselves and the community.

EJA plays a crucial role in the development of inclusive education and the reduction of social inequalities. Youth and Adult Education provides training for young people, adults and the elderly who seek to acquire basic educational skills in order to improve their quality of life, professional development and participate more effectively in society. In this way, EJA makes it possible to reduce illiteracy and create more informed and engaged citizens.

In the Latin American context, EJA challenges educators, managers and politicians to develop effective public policies to meet the specific needs of this population. This research addressed the challenges and opportunities associated with EJA in a Municipal Education Network, highlighting the importance of an education that promotes: access and retention, literacy and literacy, motivation and self-esteem, financial and material resources, preparation for the job market and improvement specific pedagogical approach for educators using innovative methodologies.

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