



THE DIFFICULTIES FOR THE ENTRY AND PERMANENCE OF STUDENTS IN YOUTH AND ADULT EDUCATION - EJA

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ABSTRACT

EJA consists of a teaching modality aimed at serving the public of young people and adults, which has contributed to the reduction of illiteracy and to the increase in the number of qualified workers inserted in the labor market. In this context, we chose as an objective to identify and understand the difficulties faced by young people and adults to enter and remain in school. Thus, we carried out a bibliographic and field research at the Municipal School of Elementary Education Deputado Humberto Lucena, located in the city of Pirpirituba – PB. To obtain data on the subject, we used questionnaires and interview scripts, the former being intended for teachers and the manager and the latter for students. Thus, several reasons that hinder the entry and permanence of young people and adults in school were verified, such as: tiredness, family concerns, low self-esteem, feelings of inferiority, shame, lack of family incentive. Thus, we can affirm that it is necessary to have unity among all those who make up the school body, in order to guarantee the entry and permanence of these students in school, and requires that the teacher meets the reality of this student, organizing himself in his didactic procedures, and encouraging students to feel pleasure when studying.

Keywords: EJA. Difficulties. Access. Permanence.

INTRODUCTION

Today, Brazilian legislation ensures children access to school, and this law has left the paper and become a reality and a practice. However, there are still individuals in our society who did not have the opportunity to access and remain in school life at the right age. There are, therefore, young people and adults who suffer difficulties in interacting in life in society and, consequently, in entering the labor market, especially in occupying high-paid positions, because they do not have schooling or even because they do not know how to read and write.

Thus, the teaching modality called Youth and Adult Education (EJA), favors and grants these young people and adults the opportunity to study. In this way, today the Brazilian State offers access to schooling, but the permanence of these students in school has been a great challenge for the students themselves and for the entire school community.

Students and teachers face difficulties. Students often need to reconcile work and household chores with school life, and teachers need to deal with a classroom that presents a great cultural plurality and a marked heterogeneity in relation to the age group, because unlike regular education, students do not have the same average age, which will imply the need to redouble the care with the contextualization of contents and methodologies according to the reality of the different students.

Thus, when working with EJA students, it is necessary to be aware of their needs, difficulties, limitations, as well as their potentialities and abilities. The contents, activities and methodologies must be focused on the family, social and cultural reality of the students to make learning easier. The teacher must be prepared to deal with the most different lifestyles, stressing that these students should not be treated as children.

It is also important to highlight the importance of family participation to ensure the entry and permanence of students in school, as they bring with them the mark of exclusion and shame for entering the school space late and the difficulties to continue studying, such as work, marriage, health problems, children, tiring classes and lack of interest. That is why they need the school community, the family and society to encourage them to join and remain in EJA, guaranteeing them the right to achieve their emancipation from the society in which they live.

In this way, we can affirm that education is a primordial factor for the formation and development of the citizen, it can be observed that the teaching practices used by EJA educators bring about multiple transformations in the performance of the student, because it is from them that the students of Youth and Adult Education sharpen their interests and

understandings, developing themselves to reflect on their actions, of their relationships in the social group, in the family and in the entire social environment, thus contributing to the knowledge of themselves, and, therefore, to the conquest of citizenship.

In this sense, we sought to identify the possible difficulties that permeate the entry and permanence of this public in EJA, and for this, we chose as a field research space the Deputy Humberto Lucena Municipal School located in the municipality of Pirpirituba-PB, where we carried out observations, interviews and application of questionnaires with students from the 6th to the 9th grade, teachers, and EJA managers to arrive at the considerations presented here.

Based on the reports of the subjects studied, although we observed the importance of EJA for the community, several reasons were found that hinder the entry and permanence of young people and adults in school, such as: tiredness, family concerns, low self-esteem, feelings of inferiority, shame, lack of family incentive. In the face of these challenges, it is up to the school, with its faculty and administrative staff, to promote policies that favor and enable a more efficient performance of this modality.

YOUTH AND ADULT EDUCATION - EJA

Youth and Adult Education - EJA is a modality of Education that emerged in Brazil as a strategy to enable the schooling of individuals defined as being outside the age range to attend certain grades. It is, therefore, a state action to contribute to the inclusion of social subjects in the school space, aiming to reduce illiteracy and qualify for the labor market.

The Law of Guidelines and Bases of Education (LDB 9394/96), in its article 37 § 1 explains that:

The education systems shall ensure, free of charge, appropriate educational opportunities for young people and adults who have not been able to study at the regular age, taking into account the characteristics of the student, their interests, living and working conditions, through courses and examinations.

This acquired right consists of an achievement resulting from an old struggle of Brazilian society. In the period 1950/1960, several public and private initiatives tried to expand educational actions aimed at serving young people and adults. Among these actions, we can mention the National Literacy Program, proposed by the Ministry of Education in 1963, which intended to use the Paulo Freire method for Youth and Adult Literacy. With this method, literacy teachers start to have a new vision of EJA, where a new perspective is created to insert the sociocultural reality of young people and adults in their

plans and methods, making them aware of the creative power of words: they are the ones that generate their world.

In 1964, Brazil went through a moment of change, facing the Military Coup, a regime that extinguished the Popular Education and Culture movements, but society diligently sought guarantees for education as a citizen's right, resulting in the creation of MOBRAL (Brazilian Literacy Movement) in 1967.

MOBRAL was created by a mass campaign and aimed to serve the marginalized popular classes, thus meeting the political criteria of the Military Governments, together with businessmen, in order to eradicate illiteracy in the country and collaborate for the training and literacy of the working workforce of the popular classes.

The government implemented Supplementary Education in 1971, referring to Federal Law 5.379/67, which addresses the restructuring of First and Second Degree Education. According to Vieira (2004, p. 5):

During the military period, adult education acquired a legal status for the first time in its history, being organized in an exclusive chapter of Law No. 5,692/71, entitled supplementary education. Article 24 of this legislation established that the function of the supplementary school was to supply regular schooling for adolescents and adults who had not achieved or completed it at the appropriate age.

The Brazilian Literacy Movement was organized, from 1979 onwards, in parallel to supplementary education, more specifically to the Department of Supplementary Education of the Ministry of Education, with immense political and financial strength (resources from corporate income tax), installing itself in all municipalities of Brazil, through Municipal Commissions, constituted through negotiations between the mayor and local civil society.

The movement, having begun its activities with a commitment to dedicate itself to adult literacy, has become a superstructure. At the end of the 70s, it expanded its field of action to the first four grades of Elementary School, but the initial goals planned were far from being achieved. (MENEZES & SANTOS, 2002). According to Vargas (1984, p. 62):

In the 70s, a set of measures will endorse the new ideas that occupy the educational scenario represented by the ideas of permanent education, which will be influenced by the new education legislation, more specifically Law 5.692/71 and by opinion 699 of the Federal Councils of Education, which specifies it.

In 1985, MOBRAL was extinguished, a period in which Brazilian society was able to see significant changes in relation to the process of redemocratization in the field of EJA.

At the beginning of the 80s, Brazilian society experienced important socio-political transformations with the end of the military governments and the resumption of the democratization process. In 1985, MOBRAL was extinguished, being replaced by the Educac Foundation. The context of redemocratization made it possible to expand

the activities of EJA. Students, educators and politicians organized themselves in defense of public and free education for all. The new Constitution of 1988 brought important advances to EJA: compulsory and free elementary education became a constitutional guarantee also for those who did not have access to it at the appropriate age. (ARRUDA, 2007, p. 5-6).

The Educator Foundation aimed to articulate supplementary education and organize the training and improvement of educators, as well as to prepare didactic materials and supervise and evaluate activities. During the period of the Collor Government, almost nothing was done in relation to the education of Youth and Adults, resulting in the extinction of Educator.

With the election of Fernando Henrique Cardoso in 1994, and with the reelection in 1998, the government proposed an Institutional Policy of Public Education, which gave the right to young people and adults to free public basic education, and this right was guaranteed by the enactment of the LDB. During the administration of this government, the FUNDEF (Fund for the Development of Elementary Education) was also created, and the municipalization of Elementary Education, delegating to the States the High School and the Federal Government the Higher Education.

While countries and governments are becoming more and more transnational, adapting to these continuous struggles and international recommendations in the system of world capitalism, it is at the level of municipalities, it is at the local level, that the political struggle acquires new dimensions. It is the place where the social movements, where the progressive parties begin to establish the area of effective, real political struggle, and it is where the people ask for and demand what they need, what they want, what they fight for, what they dream of, what is continually in their hearts and in their hopes. So that's why it seems to me that the municipal struggle will acquire much greater dimensions by the end of this century. (GADOTTI, 1992, p.25)

In 1996, the Law of Guidelines and Bases defined that Youth and Adult Education should meet the interests and needs of individuals who have greater life experience and participate in the labor market, thus having a very different education from that offered to children and adolescents enrolled in regular education.

The trajectory of EJA has as its main protagonist the educator Paulo Freire and his proposals for liberating and transformative education, he confronted the various teaching methodologies. He argued that even the student having entered school late did not mean that he was no longer capable of learning or overcoming his difficulties, he stated that without education man would remain marginalized and would always be dominated by the powers of the elite, the dominant classes of the country.

Youth and Adult Education is a modality whose objective is to enable students to overcome their precarious conditions, develop their cognitive capacities, and be able to

enter the various areas of work, freeing themselves from illiteracy, conquering their space in the labor market and seeking their personal, social and family fulfillment. Let us see what Ferreira says:

Literacy is the acquisition of written language, through a process of knowledge construction, which takes place in a discursive context of interlocution and interaction, through the critical unveiling of reality, as one of the necessary conditions for the exercise of full citizenship: to exercise one's rights and duties before the global society [...] Literacy goes through logical-intellectual, affective, sociocultural, political and technical issues. (FERREIRA, 1990, p. 60).

THE TEACHER'S PRACTICE IN THE TEACHING AND LEARNING PROCESS OF EJA STUDENTS

When it comes to teaching-learning, teaching practices occupy a significant space, because it is through them that the teacher's work can be really effective and achieve the expected or unexpected objectives; therefore, making the teaching of EJA more interesting for the student is a challenge that must be assumed by the teacher and thus be able to contribute significantly to the student's permanence in the classroom, for this the teacher must use innovative practices with methodologies that contemplate the knowledge built in social relations, cultural diversity and the universe of the working student.

Article 47, Chapter IV of the LDB says that the curricular contents centered on social practice and work and teaching-learning methodology are appropriate to the maturity and experience of the student. Neves (2000, p.35) adds: "The citizen who educates the citizen is, fundamentally, the good teacher". (NEVES, 2000, p. 35). It is necessary for teachers to be aware that all those involved in school education are citizens, and thus everyone has the right to education, and it is essential to offer possibilities of access and permanence in school to all, regardless of the individual differences presented.

Students bring with them their knowledge of the world, the result of their experience and daily experiences, so it is relevant that the teacher becomes aware of the reality of each student and when taking over his classroom makes a survey to identify the difficulties and abilities of each one. It is in this context that the teacher will promote a lesson plan that will contemplate his class routine according to the reality of each student, as Libâneo (1994, p. 229) writes:

Knowing where the students are (their developmental experiences) is an indispensable measure for the introduction of previous knowledge, skills and study habits, level of new knowledge and, therefore, for the success of the action that is planned.

To achieve success, the educator will have to seek to know better and better the contents to be taught, he must always critically observe his practice, seeking ways to improve it. Ferreiro (1999) reminds us that it is up to the school to teach what the student outside the school did not have the opportunity to know.

According to Pilão (1998, p.20), "the student brings with him an enormous arsenal of knowledge, elaborations, values, intelligences, acquired before the school phase". In Youth and Adult education, it is essential that the teacher is concerned with bringing to light the historical knowledge that the student brings and from there forward a discussion process where this knowledge will go through a formalization process. The teacher must place himself as a mediator, acting responsibly in the construction of knowledge, leading the student to discover the world of reading and writing. According to Lerner:

Teaching presupposes knowing the students' hypotheses, understanding what is behind the arguments, which they use to position themselves for or against a decision, predicting which interactions are productive - of the teacher with them, of them among themselves and of them with what is the object of their knowledge - to plan situations that allow them to achieve advances in learning, It offers the information needed to make these advances possible. (LENER, 1990, p.82)

Considering this whole context, it is explicit that the teacher must be attentive to the needs of each student, using for the development of classroom activities a plan that raises in students the perception that their difference and need is being observed and met, thus effectively contributing to the development of learning.

It is necessary for the school to understand the importance of continuing education for EJA teachers, they need to be well prepared to develop their skills in the student and help them face the difficulties that prevent the student from entering and remaining in school. According to the authors Ribas and Soares:

[...] It is necessary to qualify the professionals involved in this process, it is essential that the teaching team is well prepared, for this reason it is extremely important to have continuing education, where everyone has the opportunity to rethink their practice. Continuing education is a possible process for improving the quality of teaching, within the contemporary educational context. (RIBAS & SOARES, 2012, p. 5).

The teacher must be attentive and qualified to ensure the development of the adult and guarantee his rights, which for some reason life prevented him from conquering in the appropriate time.

As an institution committed to social reality, the school and the teaching of EJA, specifically, aim to provide the formation of critical, participatory and active citizens in the transformation of society.

We are not writing here about imbuing students with utopian ideas of radical transformation of society into a paradise where everyone will have their rights respected and assured, but about the teacher's commitment to develop in his students the ability to criticize, interpret, inquire, in short, think about the realities they live and understand the unfolding of historical processes.

Thus, as we have already stated, the teacher needs to select the contents in a very peculiar way, taking into account the social, cultural, economic and family reality of each student and from there build together a universe of knowledge that drives them to enjoy attending classes and thus rediscover how to be able to learn and contribute to a fairer and more egalitarian citizenship.

Speaking on behalf of those who are forbidden to do so, but, above all, fighting side by side with them so that, revolutionarily transforming the society that reduces them to silence, they can effectively say their word. (FREIRE, 1976, p. 128)

It is the school's job to create better teaching conditions, to adopt a proposal that allows all students to develop their capacities and learn the necessary content to understand and intervene in their own reality. Learning information in the schooling process is, above all, learning to know, understand and interpret the world in general and oneself.

Thus, observing this need, and that the practices of teachers impact the entry and, above all, the permanence of students in EJA, we seek to identify the possible difficulties that permeate the school life of these young people and adults, particularly analyzing the Municipal School of Elementary Education Deputado Humberto Lucena, located in Pirpirituba - PB.

METHODOLOGICAL PROCEDURES

Having chosen a Municipal Elementary School to carry out our fieldwork, we applied questionnaires to the teachers and the manager, and conducted interviews with students from the 6th to the 9th grade of EJA (cycles 3 and 4). The questionnaire addressed to teachers is divided into two parts. The first aims to collect data for the characterization of the respondent's sample and the second part is intended to collect information on the difficulties of entering and remaining students in EJA.

In turn, the questions addressed to the students intended to collect information that allowed us to characterize the sample, to know their perception about the classes as well as the level of satisfaction with the school, classes and teachers, and the reasons that made them enter and remain in this modality, as well as the difficulties they faced

Systematic review is a research method that aims to gather, evaluate, and synthesize in a rigorous and objective way all available evidence on a given topic. The steps and procedures that will be used to carry out the systematic review are described below, and the guidelines established by Liberati et al. (2009)* and (Moher et al. (2015), which provide a detailed framework for conducting systematic and field reviews with meta-analyses, ensuring rigor and transparency in the synthesis of scientific evidence

To direct the investigation into the difficulties of entering and remaining students in EJA. The research question was formulated in a specific way.

TYPE OF RESEARCH

We can classify it as a systematic literature and field review. This type of study involves the search, analysis and rigorous synthesis of scientific articles, in order to objectively answer a specific research question, such as the one you formulated about the difficulties of students entering and remaining in EJA. This research is exploratory and analytical in nature, as it seeks to identify and analyze previously published information, with the objective of clarifying the possible difficulties that permeate the entry and permanence of this public in EJA,

INCLUSION AND EXCLUSION CRITERIA

To ensure the relevance and quality of the evidence included in the review, specific criteria were established. Specific EJA articles were chosen, as well as opinion articles and editorials. This delimitation ensures that the selected studies have scientific rigor and focus on the central theme, contributing to a consistent analysis.

PROCEDURE FOR DATA COLLECTION

Scientific databases will be used, which include articles and research such as: Google Academic, SCielo, among others.

PROCESSING FOR DATA ANALYSIS

The collection of relevant studies will be carried out in recognized scientific databases, such as google scholar, Scielo, using keywords such as "EJA", "DIFFICULTIES", "PERMANENCE" and "EDUCATION". In addition, an analysis of the references of the selected studies will be carried out, aiming to identify other sources of value that may have been omitted in the initial searches. In this way, a comprehensive and detailed selection of relevant literature will be ensured, allowing for a deeper understanding.

ANALYSIS OF THE RESULTS

We began our research by questioning the school manager in relation to her contribution together with the entire school body with regard to improvements to attract young people and adults so that they remain in school during all stages of EJA. Let's observe some answers that will be described below:

"I am more concerned with this problem of ensuring that EJA students remain in school, I am always seeking to guide the work developed by teachers and encouraging new pedagogical practices that favor student learning and the good relationship of the entire team". (D; 2015)

Then we asked the Director to comment on her opinion on the EJA routine and the methodological development of the teachers who work in this modality. We note the following response:

"Here at the school where I work, I really like to collaborate with the teachers, because I realize that they are interested and do a good job with their students. They promote different classes, to ensure that the student comes every day to study, it is very complicated to attract this audience to school after they are tired and unmotivated, but our team does not give up and we always look for ways to ensure this permanence throughout the school process". (D; 2015)

It is clearly perceived in the principal's answers that school management must be participatory, seeking to face challenges and improving every day to be able to ensure EJA students a good quality of education.

Following the script of questions directed to the teachers, we asked them if there is a collaborative partnership with the school board in favor of Youth and Adult education. The answers were as follows:

"Yes, as far as possible. In the night shift, the Assistant Manager is the one who fulfills the workday, so she is the one who follows the EJA classes more closely, however, whenever necessary we also have the support of the School Manager". (P1; 2015)

"Yes." (P2; 2015)

"Yes." (P3; 2015)

"Very little". (P4; 2015)

Through the reports of the teachers of the School regarding the issue mentioned above, we could see that most of the teachers affirmed the collaboration of the School Management in favor of the EJA classes, and in the testimony of one teacher he alleged the little participation of this Management in the school daily life of the EJA.

In view of the results obtained by the EJA teachers through questions we asked about the difficulties of entry and permanence of EJA students, the following answers were found:

"The biggest difficulties in my opinion are physical and mental fatigue after a day of work and also health problems, especially in sight (vision)". (P1; 2015)
"The biggest difficulty is the tiredness of the day, from having to work all day." (P2; 2015)
"It is the lack of stimulus or incentive to study". (P3; 2015)
"The biggest difficulties are getting students to attend classes every day, and also in relation to reading." (P4; 2015)

Continuing our questioning with the EJA teachers about the methodology used in the classroom and asking if they obtained satisfaction in relation to teaching and learning with the resources used. We got the following answers:

"Yes, I use several resources in my class, such as videos, songs, but I do not dispense with the textbook, and seeing students progressing in the reading and writing process, developing well in the world of letters and calculations is very rewarding". (P1; 2015)

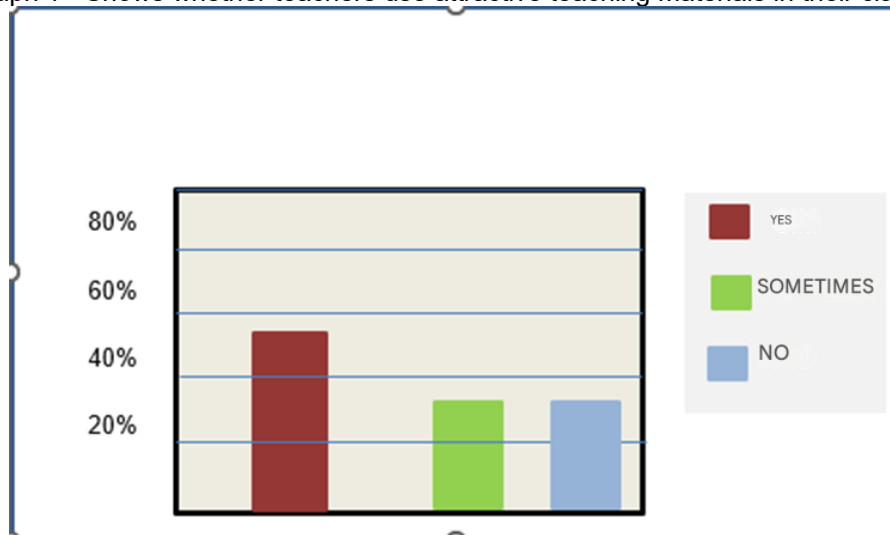
"Sometimes, I use games, posters and videos, and what brings me the most satisfaction is the recognition for them and the satisfaction in learning, it makes us very happy". (P2; 2015)

"I don't use attractive teaching materials, I use the books and my experience as a teacher, and the greatest satisfaction is to see them learning, as this is very rewarding". (P3; 2015)

"Yes, I use posters, concrete materials, etc., all to see if I attract students to my classes." (P4; 2015)

In the graph below we can see that 50% of teachers use various resources to enrich their classes, 25% sometimes diversify a little and 25% do not invest in their classes with differentiated didactic resources.

Graph 1 - Shows whether teachers use attractive teaching materials in their classes



As we can see in the answers mentioned above by the teachers, it is important to emphasize how much the teaching of EJA needs subsidies to be able to improve the quality of teaching and contribute significantly so that its students remain in the classroom with guarantees of quality education and motivated and committed teachers in relation to the teaching and learning of their students.

In the reports that we will now present, we will identify in the view of the EJA student the importance of this modality in his life, and what would need to be improved so that learning would be more productive in the classroom, favoring the motivation to continue his studies. We got the following answers:

"The teaching of EJA is very important, because now that I have learned to read and write better and even speak better, we learn. I like school more at night and I would need to have more video, educational games and courses for us to learn more." (A1; 2015)

"For me I like EJA a lot, I learned things that I never thought I would learn, before I thought I wouldn't like it, but now I don't miss a day of class, I like it a lot. There would need to be more courses for us to practice and be even more distracted. (A2; 2015)

"I like it because I learned more, a lot, it improved, for me the classes are all good, I didn't need to improve, EJA is good, it advances another year and to complete it is faster, that's why I like it". (A3; 2015)

"It's important to learn more, I have to learn something, I like to come to EJA, and I want to finish my studies. The classes are too good, there is no need to improve, it is not too good". (A4; 2015)

The EJA students, through their answers, make it clear how much this teaching represents in the life of each one of them, that is, they demonstrate the reasons why they joined EJA, and stressed the importance of didactic and paradidactic resources so that learning becomes more productive and thus they learn more and with pleasure.

Next, we will observe in the students' reports the importance of the teacher in the teaching-learning process, and also if there is any incentive on the part of the family for the EJA student to persist in his studies. We note the following answers:

"The teachers are all great, fun and I like to come to school today because of my teachers because I learn a lot from them. I have encouragement from my children." (A1; 2015)

"Very cool, the teachers are too nice, all good and it makes us want to come to school to study. My daughters encourage me, they say that it is not too late to learn and it is good that I finish my studies". (A2; 2015)

"I like the teachers, I learn more from some than from others, but this is normal, you know, the more the EJA studies have improved in my life because I learned a lot already and I hear on television that we need to study even to record the portfolio, everything today is with study, right. I have no encouragement from my family, it's for me that I come to school." (A3; 2015)

"Ah! The teachers are good, they teach too good, I learned a lot from them and I want to study until I finish my studies. No, no one encourages me, no, I come because I want to, because I like it". (A4; 2015)

It is clearly perceived in the students' answers that they like their teachers and the methodologies they apply. However, they still need to develop with regard to their arguments, it is observed that the answers are repetitive, they are very similar, which leads us to believe that they are students who need to be motivated to have a critical census, to justify or better problematize their statements.

Concluding our questions with the EJA teachers, we asked the following questions: Are there dropouts in EJA classes? What were the reasons that led students to drop out of school? Let's see the teachers' answers:

"Yes. The dropout rate is unfortunately high. There are many factors that make young people and adults move away from studying, such as: Physical fatigue, health problems, involvement with drugs, unstructured affective relationships, teenage pregnancy and laziness and lack of interest". (P1; 2015)

"Yes, the fatigue and having to work all day in another city." (P2; 2015)

"Yes, they have little stimulus within the environment in which they live." (P3; 2015)

"Yes, schedules and the violence that is plaguing our city lately." (P4; 2015)

We clearly perceive in the teachers' answers the reality experienced by them in relation to school dropout. They pointed out the reasons that caused this problem which, like the others mentioned above, made us understand the difficulties for students to enter and remain in school. We emphasize that changing this reality is not easy, it is necessary that there is unity among all those who make up the EJA and requires that the teacher meets the reality of this student, organizing himself in his didactic procedures, and encouraging students to feel pleasure in studying.

FINAL CONSIDERATIONS

We identified some causes that lead students not to enter school and also to drop out before the end of the EJA stages. Through the analysis of the teachers' questionnaires, we can point out five main causes that characterize this problem. The first is related to the physical and mental fatigue of students, which is due to the fact that they have an arduous day of work and therefore already arrive tired at school, which often prevents them from attending classes.

Another difficulty reported by the teacher refers to poor health conditions, as many do not enter EJA, because they are already weakened and also because of vision problems that prevent them from seeing the activities and having the strength to study. The third concerns the lack of encouragement and stimulation on the part of the family, harming the teaching and learning process of students in the classroom.

The fourth is related to the difficulty of ensuring the daily participation of students in school, which is an arduous task for teachers, as it is necessary to be very attentive and know how to identify the difficulties of students in order to apply innovative methodologies, leading them to be motivated to attend classes.

Finally, the last difficulty pointed out by educators is related to the development of reading. According to the teachers, when students are faced with reading books, they feel many difficulties and the reading process becomes slow and sometimes even tiring for both parties, but nothing like a good lesson plan to solve this problem.

From the analysis made, it is clear that a quality teaching practice should be understood as a continuous and permanent process that aims to respond to the expectations and needs of the student, with a view to their growth. On the other hand, it is worth noting that in this process it is necessary the participation of all those who make up the school entity, as well as the segments of society, families, public entities, in short, society in general, in a responsible work aimed at the quality of teaching and learning, striving for a change from the process of teaching to that of building and learning.

In short, it is important to be aware that there is no ready-made recipe to raise the quality of teaching in the School, they are the result of the adequacy between theory and practice, of a collective work based on evaluation and translated into properly defined and selected indicators so that there are significant changes with regard to the entry and permanence of EJA students.



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