


THE IMPLEMENTATION OF COURSES FOR YOUNG PEOPLE AND ADULTS AT THE FEDERAL INSTITUTE OF EDUCATION, SCIENCE AND TECHNOLOGY IN RIO GRANDE DO SUL

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ABSTRACT

Youth and Adult Education has been gaining prominence in Brazilian social policies, as it seeks to provide several Brazilian citizens with the completion of Basic Education. But the creation and implementation of courses in this modality is a challenge for all educational institutions. Thus, this article presents how the implementation of course offerings for young people and adults occurred at the Federal Institute of Education, Science and Technology of Rio Grande do Sul (IFSUL), with the objective of describing the development of the project in the educational institution and the challenges faced throughout the process. As a result, of the 1219 students enrolled, 66% were successful and completed the course, demonstrating that the implementation of courses for young people and adults is a challenge for any and all educational institutions, especially for those that prioritize quality and emancipatory education for the student.

Keywords: Youth and Adult Education, PROEJA Implementation, Challenges of youth and adult education.

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INTRODUCTION

Youth and Adult Education (EJA) has been widely discussed by specialists, given its importance in building a more equitable society. This type of education, commonly called EJA, aims to provide the completion of Basic Education to those who, for various reasons, were unable to do so at the regular age. EJA is structured in two cycles: Elementary School, aimed at people aged 15 and over, and High School, for students aged 18 and over.

In addition, the National Program for the Integration of Professional Education with Basic Education in the Youth and Adult Education Modality (PROEJA) is an important aspect of this modality. It combines basic training with professional or technical qualification, allowing students to acquire both the schooling and the skills necessary for the job market. However, despite the advances, significant challenges still remain for the full implementation and expansion of this program.

According to data from the National Association of Graduate Studies and Research in Education (ANPED, 2021), 31.2% of the Brazilian population has not completed elementary school and 51.2% has not completed high school. These numbers point to a critical challenge: how to reinsert such a significant portion of the population into the school benches and ensure that PROEJA fulfills its role of social inclusion and training for work? The Federal Institute of Rio Grande do Sul (IFSul), since 2007, has offered courses aimed at young people and adults, seeking to meet this demand, but there are gaps in relation to the adhesion, permanence and success of these students in the program.

This article seeks to answer what are the main challenges and barriers faced by students of the PROEJA modality at the Federal Institute of Rio Grande do Sul?

The main objective of this study is to identify and analyze the factors that influence the permanence and success of students enrolled in PROEJA courses.

Although there are studies that address EJA and PROEJA at the national level, there is little research that analyzes the specific impact of these modalities in federal educational institutions, such as IFSul. The gaps identified include the lack of empirical data on the specific conditions of teaching and learning on IFSul campuses, as well as the scarcity of studies that address the relationship between permanence policies and the completion of courses in the PROEJA modality. In addition, there are no studies that investigate in depth the effects of socioeconomic factors on student adherence and performance in this educational modality.

Thus, this article sought to contribute to filling these gaps, by analyzing in detail the experiences of students in IFSul's PROEGA, their difficulties, and possible institutional solutions to improve the rates of permanence and success.

Figure 1- IFSul Rectory and Campi.



Source: www.ifsul.edu.br

THEORETICAL FRAMEWORK

CURRICULUM IN YOUTH AND ADULT EDUCATION

Youth and Adult Education (EJA) in Brazil is a theme that encompasses challenges and opportunities in the context of human and professional training. This type of education has been a response to the educational and social exclusion of many individuals who, for various reasons, have not been able to complete their training stages. The Youth and Adult Education Program (PROEJA), which integrates basic training with professional training, is an example of a public policy that aims to meet this demand. This paper discusses the implications of curriculum and human formation in integrated technical high school, adult education policies in Brazil, the contradictions faced in the implementation of PROEJA and the financial aspects involving EJA.

The curriculum in EJA must be planned in a way that respects and integrates the life experiences of students. According to Moura and Pinheiro (2009), education should be emancipated and focus on the integral formation of the human being, taking into account its

particularities. Human education, in this context, is not limited to the acquisition of technical knowledge, but also encompasses the development of social and emotional skills.

Therefore, the education of young people and adults should be understood as a continuous process, in which educational practices are articulated with the social and economic realities of students. According to Custódio (2024), the curriculum should be flexible and adaptable, in order to enable students to reconcile studies and work, respecting their life trajectory and needs.

Campeato (2024) argues that the curriculum should be flexible and adaptable to the realities and needs of students, considering their life experiences, personal trajectories, and challenges faced. In this sense, a curriculum that dialogues with the student's reality is essential to foster meaningful learning and promote social inclusion, contributing to the formation of critical and active citizens in society.

The curriculum should, therefore, be a space for collective construction, where the voices and knowledge of students are respected and valued. In this sense, the education of young people and adults must be understood as an inalienable right and must be based on principles of diversity, equity and social justice, in order to enable the emancipation and integral development of individuals.

EDUCATION POLICIES AND FINANCING IN EJA

Adult education policies in Brazil have evolved over the last decades, seeking to integrate basic education and professional training. The Youth and Adult Education Statute, established by Decree No. 5,840/2006, establishes guidelines for the provision of courses aimed at social inclusion and professional development of young people and adults.

It is important to emphasize that the evolution of Youth and Adult Education (EJA) policies in Brazil is not limited only to the integration between basic education and professional training. The actions undertaken over the last decades also aim to overcome the historical inequalities that have marginalized these individuals. Access to EJA is a crucial step towards social inclusion, and public policies need to be constantly reevaluated to meet the realities of students.

For Silva (2024, p.1), "the adaptation of the curriculum matrix, the implementation of innovative pedagogical practices and the strengthening of social support policies are essential to reduce dropout". In this sense, too, adequate funding is a central aspect to ensure the effectiveness of these policies.

The research by Castro and Cruz (2024) emphasizes that, in addition to increasing investments, it is essential to have an efficient management of resources, with a focus on the training of qualified teachers and the availability of adequate teaching materials. For EJA to fulfill its emancipatory function, it is essential that the State assumes a firm commitment to education, enabling conditions that allow students not only to access school, but also to remain and complete their studies. Thus, the articulation between financing, training and the reality of students is a topic that must be continuously discussed and improved so that the right to education for young people and adults in Brazil is actually effective.

It is known that, despite the advances, there are still significant challenges in the implementation of these policies. The lack of articulation between the various levels of government and the scarcity of resources for teacher training are some of the obstacles that need to be overcome.

CHALLENGES FOR IFSUL

The Federal Institute of Rio Grande do Sul (IFSul) currently has 14 campuses and a Reference Center for Professional and Technological Education, strategically distributed throughout all micro-regions of the state. This decentralization is an important strategy for the development of local and regional potentialities, promoting articulation with public, private and third sector organizations. The objective is to contribute to the development of the regions and, at the same time, minimize the exclusion of young people and adults from the working class who, due to their life trajectories, have not had adequate opportunities for personal, social and professional development.

The demand for Youth and Adult Education (EJA) courses, both in Elementary and High School, has grown considerably, especially after the COVID-19 pandemic, which aggravated school dropout rates. According to a survey conducted by Unicef (2022), approximately 2 million children and adolescents stopped studying in Brazil, that is, one in ten young people between 11 and 19 years old dropped out of school during or after the pandemic.

Also according to Unicef (2018), about 7 million students are behind in school in Brazil. Complementing these data, the Continuous National Household Sample Survey (2019) reveals that 69.5 million adults have not completed at least one educational stage, whether in early childhood education, elementary school, or high school.

Jardilino and Araújo (2014) point out that, despite the advances in the expansion of the offer of public education, there is still an alarming number of people in illiterate conditions, and it is necessary to expand the programs for access of young people and adults to Basic Education. For Freire (2001), this situation reflects the lack of commitment of the public sectors to education. In addition to these challenges, PROEJA students, when they enter, are often unable to remain in educational institutions. For Pereira (2024) the main causes of dropout in EJA courses are:

- a) Financial;
- b) work;
- c) learning disability;
- d) family problems;
- e) distance from the residence in relation to the educational institution.

Although students recognize the quality of education in federal institutions, the socioeconomic reality of students, often characterized by low income, makes the continuity of studies a challenge in the face of daily demands, such as food, transportation, and family maintenance.

Many PROEJA students need to work to support their families, making it difficult to reconcile work schedules and studies, especially in the face of a workload that is not flexible.

In the same way, the educational gap accumulated over the years, combined with a pedagogical proposal that does not contemplate the specificities of the adult public, accentuates learning difficulties and demotivation.

Finally, the location of educational institutions, often far from student residences, represents a significant barrier, especially for those who rely on inadequate or insufficient public transportation.

Therefore, according to Silva (2023), attention to the personal and social conditions of students, linked to their learning, is essential to support decisions and mitigate the causes and consequences of dropping out and dropping out of school.

PROJECT OBJECTIVES

In view of this reality, IFSul has committed to adopting initiatives aimed at the education of young people and adults, in line with the guidelines of the Secretariat of Basic

Education and the Secretariat of Professional and Technological Education, offering courses in the PROEJA/FIC modality, in addition to courses aimed at teacher training. The general objective of the project is to act directly in the education of young people and adults.

Among the specific objectives of the project, the following stand out:

- a) Encourage the development of research, research and innovation on the theme of EJA. Youth and Adult Education Courses integrated with Professional Qualification;
- b) To contribute to the elevation of schooling and professional qualification of EJA students;
- c) Provide continuing education courses for teachers, aiming to contribute to the improvement of pedagogical practice in EJA, through the distance education (DE) modality;
- d) Promote Initial and Continuing Education courses in the PROEJA FIC modality for elementary school students, in agreement with municipalities in Rio Grande do Sul;
- e) To contribute to the improvement of the quality of EJA in order to favor the permanence and success of students;
- f) Offer at least 300 vacancies for continuing education of teachers in the Municipal Network;
- g) Offer at least 900 vacancies in Youth and Adult Education (Elementary Education) courses integrated with Professional Qualification, divided into 23 courses.

PROJECT DEVELOPMENT

The first step in the implementation of the project was to consult the campuses and the IFSul Reference Center about the feasibility of offering courses in the Youth and Adult Education (EJA) modality. After this consultation, it was found that the institution had the capacity to offer 24 EJA courses, integrated with professional qualification at the Elementary School level, with the possibility of serving at least 900 students.

Based on the PROEN Public Notice 015/2020, the campuses and courses to be offered were selected. These courses aim not only to provide the completion of Elementary School, but also to ensure technical training or professional qualification, expanding the opportunities for insertion in the labor market for these young people and adults.

Figure 2 - Offering campuses and courses.

1. CAMPUS CAMAQUÃ
Residential Electrician's Assistant
Operator of domestic water treatment systems
2. CAMPUS CHARQUEADAS
Mechanical Designer
Low voltage building installer electrician
Brazilian Sign Language
Computer Operator
Appliance repairer
Welder in the electrode coated process ago carbon and ago low alloy
3. CAMPUS LAJEADO
Administrative Assistant
4. CAMPUS NOVO HAMBURGO
Administrative Assistant
5. CAMPUS PASSO FUNDO
Low voltage building installer electrician
Advanced Computing
Structural masonry mason
Ferrous Metalworker
6. CAMPUS PELOTAS
Low voltage installer electrician
Painter of works
7. CAMPUS VISCONDE DA GRAÇA
Supervision of industrial production of clothing
Technical assistant in agriculture
Composting plant operator
8. CAMPUS SANTANA DO LIVRAMENTO
IT Service and Sales
9. CAMPUS SAPUCAIA DO SUL
Administrative Assistant
10. CAMPUS VENANCIO AIRES
Administrative Assistant

In the second step, the project participants and their respective roles are defined. In this context, it is established that the municipalities are responsible for offering Elementary Education, with a minimum workload of 1,200 hours, while the Federal Institute of Education, Science and Technology of Rio Grande do Sul (IFSul) offers the professional qualification course, with a minimum workload of 200 hours, as provided for in Article 3 of Decree No. 5,840/2006.

The third step consists of the joint construction of the Political-Pedagogical Project (PPP). As a central premise, the PPP seeks to meet the specificities of Youth and Adult Education (EJA) students, as well as the demands of the labor market. The pedagogical conception is collectively elaborated, so that the offer of EJA and professional qualification

is continuously resignified, ensuring that both teaching processes are adequate to the realities and needs of the students.

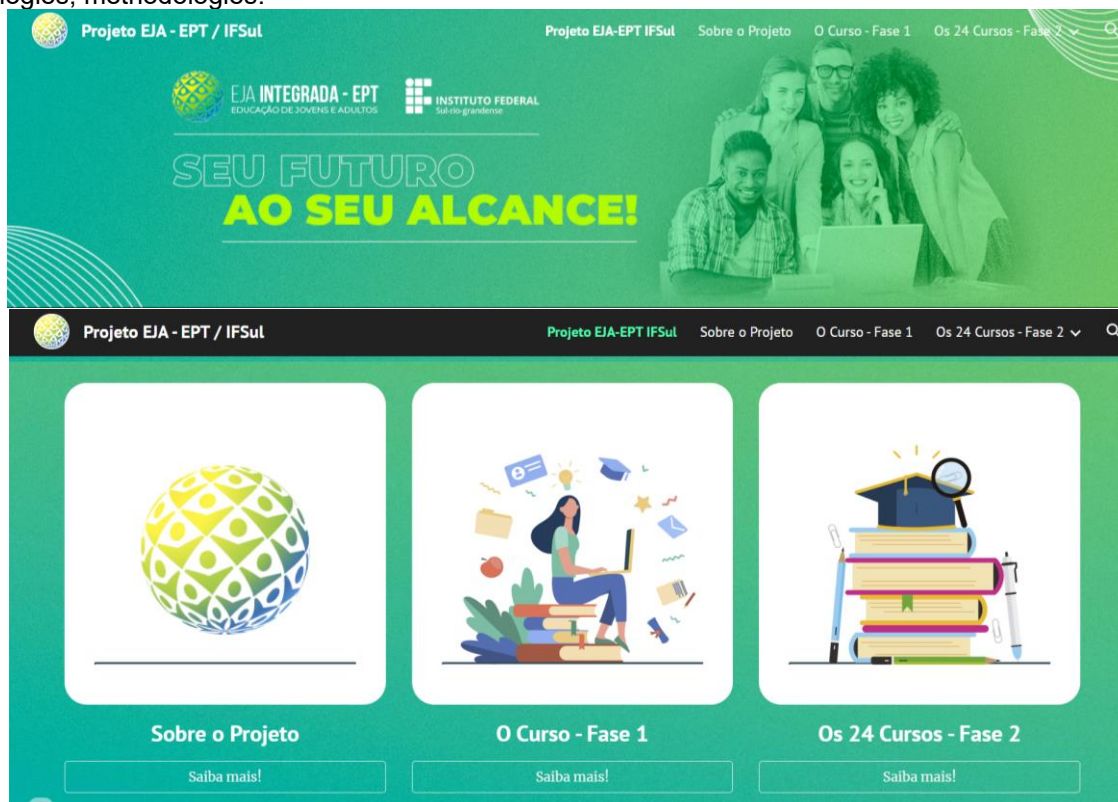
To contemplate these demands, the project prioritizes the offer of professional qualification courses in the night shift, considering that most students are workers, and, therefore, would not be available at other times. All planning was designed to meet the particularities of EJA students, including adaptation for people with disabilities, ensuring that the project is inclusive and accessible.

In the fourth step, materials for the PROEJA FIC courses were developed, namely:

- a) customization of a virtual environment of didactic-pedagogical support for the use of active technologies, methodologies.
- b) digital book,
- c) video lessons.

In Figure 3 it is possible to check the website developed specifically for the program and information about the project, course for teachers and the Initial and Continuing Education (FIC) courses

Figure 3 - Customization of a virtual environment for didactic-pedagogical support for the use of active technologies, methodologies.



Finally, the fifth and final step of the project consisted of monitoring and monitoring the permanence and success of the students. The monitoring was carried out through the Unified Public Administration System (Suap) – IFSul Teaching module. Suap made it possible to control the permanence of students through the daily monitoring of attendance, records of classes and activities developed, including the performance of teachers from the municipal networks. With this, it was possible to continuously monitor the academic routine of the students, with special attention to their attendance.

The monitoring of students was carried out systematically by IFSul throughout the duration of the course, with the support of a coordinator. This process included several strategic actions, such as: a) Socio-educational diagnosis of the students' profile; b) Preparation of development plans with specific monitoring strategies; c) Monitoring of learning progress throughout the course.

These activities were conducted by a multidisciplinary pedagogical team, in conjunction with the municipal schools. The teams were composed of teachers from the municipal networks and IFSul, as well as a technical-pedagogical team, managers and other professionals linked to the project, ensuring an integrated and collaborative approach to student success.

INVESTMENT

The resources for the execution of the agreement total R\$ 2,790,033.71 (Two million, seven hundred and ninety thousand, thirty-three reais and seventy-one cents) distributed according to table 1.

Table 1 - Breakdown of activities, unit expenditures and total expenditures.

Breakdown of activities/services			Calculation
Goal	Activity	Description	Total
Systemic Team	Coordination	General Project Coordinator	90.000,00
		Pedagogical/Administrative Coordinator	78.000,00
	Multidisciplinary Team for the Production of Pedagogical Material	Language Proofreader	32.000,00
		Instructional Designer	32.000,00
		Diagrammer	32.000,00
		Pedagogical material	94.400,00
Mobilization	Visit to the municipalities/Poles (3x)	Daily	28.800,00
		Car rental	12.000,00
		Restitution of Operating Expenses (fuel)	7.500,00
	Disclosure	Material Printing	9.650,00
Continuing Education	Development of the Continuing	Training Course Coordinator	16.000,00
		Content Teacher/Trainer (1/subject)	72.000,00

(Improvement 240h)300 vacancies for the municipal network (6 disciplines)(Reference Center)	Education Course for Teachers	Reference Center Coordinator	13.200,00
		Pedagogical Coordinator Reference Center	10.800,00
		Academic Records Coordinator	17.600,00
		Distance Tutor	92.880,00
	Face-to-face encounters at the poles(1/discipline/pole)	Hiring a Food Company	18.000,00
		Daily	17.280,00
		Car rental	21.600,00
		Restitution of Operating Expenses (fuel)	13.500,00
EJA Course integrated to Professional Education (23 courses of 200h / 900 students / 5 subjects per course) (10 poles)	Development of the Professional Qualification Course integrated with EJA	Consumables (practical class)	27.000,00
		Qualification Course Coordinator (on campus)	414.000,00
		Content Teacher/Trainer (1/subject)	448.500,00
		Pedagogical Coordinator (application school/course)	345.000,00
	Face-to-face encounters at the poles(1/discipline/pole)	Reference Center Coordinator	52.800,00
		Pedagogical Coordinator Reference Center	36.000,00
		Consumables (practical class)	8.740,00
Stay Monitoring	Coordinator	Permanence and Success Coordinator	60.000,00
	Visit to the municipalities/Poles (2 x Polo - Weekly of Permanence and Success)	Restitution of Operating Expenses (Coffee Break)	3.385,60
		Daily	12.800,00
		Car rental	8.000,00
		Restitution of Operating Expenses (fuel)	5.000,00
Research and Innovation	Research Group	Research Coordinator	20.000,00
		Research Assistant	24.000,00
	Field classes, technical visits and production of a book with experience reports	Daily	9.600,00
		Car rental	4.000,00
		Restitution of Operating Expenses (fuel)	4.500,00
		Providing Food for Students	12.000,00
	Production of a book with experience reports	Material Production	15.000,00
Other Expenses	Labor Provisions	Provisions without labor	20.075,20
	Labor Charges	Labor charges	417.564,16
	Foundation Service Fee	Restitution of Operating Expenses (5%)	132.858,75
Total	-	-	2.790.033,71

RESULTS

The implementation of course offerings for Youth and Adults (EJA) represents a significant challenge for any educational institution, especially for those that are committed to providing quality and emancipatory education. In this context, the Federal Institute of Education, Science and Technology of Rio Grande do Sul (IFSul) not only achieved all its

objectives, but also brought to light new issues that deserve discussion in the academic environment.

The project was developed in two distinct stages. The first stage consisted of conducting qualification courses for teachers, including a course on the use of Moodle and six specific courses focused on the EJA area. Although the agreement with the Secretariat of Professional and Technological Education (SETEC) was to train 100 teachers, IFSul managed to enroll 491 teachers, of which 408 completed the courses, resulting in a completion rate of 79.7%.

In the second stage, Initial and Continuing Training (FIC) courses were offered with a workload of 200 hours, aimed at students from the municipal and state EJA. In the 2022/1 and 2022/2 semesters, 1,219 students were enrolled, of which 66% completed the courses. In the first semester of 2023, a new enrollment of 800 students was registered.

The following is the distribution of the courses held in the different campuses and cities, as illustrated in Figure 4:

Figure 4 - Campuses and Cities offering Initial and Continuing Education courses.



The results obtained by IFSul corroborate the guidelines presented throughout the article, highlighting the importance of continuous teacher training as a critical factor for the success of Youth and Adult Education. Previous studies indicate that the training of

educators not only improves the quality of teaching, but also positively influences the permanence and engagement of students (Freire, 2001).

In addition, the high enrollment and completion rates observed in Initial and Continuing Education courses reflect the growing demand for educational opportunities among young people and adults, especially after the impacts of the COVID-19 pandemic, which resulted in a significant increase in school dropout (Unicef, 2022). This reality is in line with the need for institutions like IFSul to promote teaching that not only meets curricular requirements, but also considers the specificities and realities of EJA students.

The data presented highlight the relevance of public policies and institutional initiatives aimed at educational inclusion and professional training, contributing to overcoming the barriers that historically exclude these individuals from the educational process. Thus, the IFSul experience can serve as a model to be followed by other institutions seeking to implement effective EJA programs.

CONCLUSION

The experience of the Federal Institute of Education, Science and Technology of Rio Grande do Sul (IFSul) in the implementation of courses aimed at Youth and Adult Education (EJA) demonstrates the effectiveness of a strategic and integrated approach to face the challenges of educational inclusion. IFSul not only achieved its initial goals of teacher training and course offering, but also stood out for its ability to adapt and innovate, resulting in a significant increase in the number of students enrolled and in the completion rate of the courses.

The data obtained show the importance of qualification programs for teachers, which are fundamental to ensure the quality of teaching and the permanence of students in EJA. The continuous training of educators, in line with the demands of the world of work, contributes to creating a more motivating and effective learning environment. This reality is in line with the evidence of the theoretical framework, which emphasizes the need for inclusive and emancipatory teaching, capable of transforming the students' life stories.

In addition, the experience of IFSul reveals the urgent need for public policies aimed at youth and adult education, especially in a post-pandemic context, where many individuals have been excluded from the educational system. The continuous school dropout rate and the large number of adults without completing the basic educational stages require a careful look and concrete actions to reverse this situation.

Finally, the results presented not only validate IFSul's approach, but also offer a replicable model for other institutions seeking to implement EJA programs effectively. By investing in teacher training and offering quality courses, it is possible to contribute significantly to social inclusion and the personal, social and professional development of young people and adults, promoting a truly transformative education.

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