

An Agenda of Research in the Education of Youth and Adults (EJA): Experiences of Training, Teaching Performance and Life Paths of Young People and Adults Who Attend the Modality

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Abstract

We present the results of three studies that compose "A research agenda for the Education of Youth and Adults (EJA)" focusing on three distinct dimensions, but correlated: Training and performance of the teacher who works in this modality, life and schooling trajectories of young people and adults who attend EJA and analysis of textbooks aimed at this modality. This text is based on the studies of Freire (2000), Barcelos (2014), Barcelos and Dantas (2015), Brito (2011), Belizário (2015) and Lima (2008), between others. It was analyzed, as methodological strategies, the application of questionnaires, conversation wheel and documentary research. We identified that teachers who work in this modality are graduates in the areas of knowledge in which they teach. The most used teaching resources are blackboard and brush, followed by textbooks and printed material, the basis of the so-called traditional methodologies.

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Regarding the life and schooling trajectories of EJA students, the difficulties they face in their different contexts are evidenced by the life histories in their personal and student trajectories. This scenario dualizes with the didactic school proposal, which is often idealized only with the presentation of content, without analyzing this school context. Regarding the study of textbooks, it should be emphasized that, based on the analyses previously presented and discussed, the materials analyzed do not have the necessary proportion of the essential categories for the development of emancipatory literacy for young people and adults who study with said textbooks.

Keywords: Youth and Adult Education. Teacher Training. Life Trajectories.

1 INTRODUCTORY NOTE

This text discusses the results of two studies approved with funding from the Fundação de Amparo à Pesquisa do Estado do Amazonas, which comprise “A research agenda for Youth and Adult Education (EJA)”, focusing on three distinct dimensions, but correlated: Training and performance of the teacher who works in this modality, life and schooling trajectories of young people and adults who attend EJA and analysis of textbooks aimed at this modality.

We start from the idea of Zeichner (2009) who emphasizes the importance of a multidisciplinary and multimethodological approach to investigating problems related to teacher training and practice, an idea that we believe can be extended to the entire reality that involves school practice. What mobilizes us, as researchers and educators, to understand EJA in its complexity is the growing importance that this modality assumes in a post-pandemic scenario, aggravated by the overwhelming economic and social crisis that Brazil is going through, a country where about 33.1 million Brazilians live in a situation of hunger, 14 million more than in 2020, a reality equivalent to Brazil in the 1990s.

Paulo Freire (2000) already warned us, in his “Third Pedagogical Letter”: “If education alone does not transform society, without it neither does society.” (Freire 2000, 67). Leaving the context of crisis installed in Brazil requires structural political, economic, and social changes, and, more than that, requires that educators turn to the formation of critical, autonomous and transforming subjects of their lives and their realities, which demands more than light schooling focused exclusively on learning content, aimed or not, to the knowledge required in the job market.

We identify with the position of Barcelos (2014, 25) when he states that:

It is because I believe in the possibility of including broad layers of the population, historically excluded, that I identify a fundamental social role in EJA. Not as a liberator or revolutionary, but as an important starting point for the expansion of spaces for participation in public life in its most different forms of manifestation. It is from this participation that the inclusion [...].

These nuances lead us to interpret that, particularly worrying, is the risk of a lost generation, the result of the early abandonment of the classroom, aggravated by the national situation, as explained above, and the subsequent entry of these young people

into the modality of education for young people and adults, whose identity remains linked to a compensatory vision, methodologically fragile and ignored by public policies.

2 THE RISK OF A LOST GENERATION.

School dropout is a persistent problem in Brazilian education. Data from the National Institute of Educational Studies and Research Anísio Teixeira (INEP) show that the high school dropout rate in the public network has more than doubled when comparing the percentage of students who dropped out of school in 2020 (2.3%) with the dropout rate in 2021 (5.6%). Regarding the states of the Northern Region of Brazil, this percentage is even more alarming, because the seven states that make up the region, accumulated, together, a rate of 10.1% of school dropouts in high school.

Such rates are indicative that, sooner or later, these students, because of the age-grade distortion, and if they return to school, will be invited to migrate from regular education to EJA. Given this scenario, the most rational solution would be to increase investments in this modality, however, since 2012 the budget for EJA has been reduced from 1.8 billion to 8 million. In 2020 alone, at the height of the Pandemic in Brazil, resources destined for EJA fell by 70%, and in 2021 this reduction was 67%.

The negligence of the Jair Bolsonaro government with Brazilian education is an undeniable reality, and particularly worrying, when it comes to EJA. Right at the beginning of his government, the Secretariat of Continuing Education, Literacy, Diversity, and Inclusion (Secadi), which was responsible not only for EJA, but also for other modalities such as Rural Education, was extinguished, and created in its place., two new secretariats: the Literacy Secretariat and the Secretariat for Specialized Modalities of Education.

Despite the extinction of Secadi being treated as a redirection of policies for EJA and other modalities, what is perceived is a void of public policies aimed at school attendance for young people and adults. A brief consultation on the website of programs developed by the Ministry of Education (MEC) reveals this gap, of the twelve programs exposed on the website, only one, the *Tempo de Aprender* Program, which encompasses the National Literacy Policy, refers to this modality, and yet in a very superficial way.

A striking feature of EJA is to bring together students with different singularities, including elderly people, from urban and rural areas, adults who demand to finish their training due to employers' demands, adolescents and young people with an age considered inappropriate to attend regular education, among others. Thus, it is necessary to think of a school for young people and adults that is different, flexible, and attentive to the specificities of its students. Equally important is to leave the symbolic field of loss and lack and see these students as subjects of potential.

Seeing EJA students as subjects who had their school trajectory interrupted, but whose life project can be resumed and include a higher education course, for example, will only be possible with investments in the objective and subjective working conditions of teachers, continuing education and investment in appropriate teaching materials and methodologies designed from the social, cultural and cognitive characteristics of this audience.

3 PUBLIC POLICIES AIMED AT EJA IN BRAZIL.

The EJA has a different identity from regular schooling, not only by age group but also by its socio-historical-cultural particularity. The Youth and Adult Education (EJA) has its trajectory marked by conflicts involving the denial and exclusion of rights that guide the history of the Brazilian people. It is worth mentioning that from Jesuit education, through the Empire and the First Republic, the right to education in Brazil was a privilege totally for those who were part of the elite, leaving out the poor, blacks and people with disabilities, excluding them from the schooling process.

From the 1940s onwards, adult education became one of the themes of educational policy (Di Pierro, Joia & Ribeiro 2001). However, there was already a need to offer education to adults and this theme was already present in some normative texts at that time, highlighting the enduring Constitution of 1934. It was only in the following decade that initiatives emerged involving concern with the provision of schooling to the population hitherto excluded.

In the mid-twentieth century, there were social changes arising from the expansion of industrialization and urbanization, which caused the migration of a large part of the population from the countryside to the city, thus increasing the need for skilled labour, and, in the wake of this change, several movements emerged that sought their struggles for the realization of basic social rights, including the right to education (Sartori 2011). It was in the wording of the 1934 Constitution that for the first-time education was recognized as a right for all, becoming the responsibility of the State and the family (Sartori 2011).

Still on this same Constitution, in Article 150, the creation of a National Education Plan was presented, however, this plan was only approved in 1962. This article mentions adult education when designating that free integral primary education and attendance mandatory should be extended to adults. It is noteworthy that the (initial) framework to obtain the legitimacy of this demand in adult education was mentioned for the first time in an official document in this period (Marquez and Godoy 2020).

The Curriculum Guidelines for the Education of Young People and Adults indicate that there is a relevant process involving education, going beyond the fact of rewarding or providing for schooling that has not been carried out, as stated in the ensuing legislation (LDB n° 5.691/71). These reparation processes involve some functions in an equalizing and qualifying way, generally, they tend to recover the right to schooling, expand permanence, and offer access to the most disadvantaged, providing, however, permanent learning.

The first educational policies associated with EJA began with the Federal Constitution of 1988, which guaranteed the Title of Individual and Collective Rights, the right to Education for all Brazilian citizens. The 1990s were marked by movements and programs that sought to "[...] work on literacy from the socioeconomic context of literate people, making them co-participants in their learning process [...]" (Stelhow 2010, 56), and EJA starts to be thought of beyond a compensatory policy centred on literacy and literacy.

In the early 2000s, the federal government launched the Literate Brazil Program (2003), which provided for the eradication of illiteracy in 4 years, reaching approximately 20 million people. Unfortunately, we reached the year 2022 with an absence of programs and guidelines from the Ministry of Education aimed at EJA, a situation that worsens in the face of a new challenge, in addition to the high rate of people who do not have mastery over reading, writing and mathematical operations, the country faces the functional illiteracy of people who, despite attending school and being able to decipher linguistic codes, do not understand basic texts, nor can they perform simple mathematical operations.

We agree with Scortegagna and Oliveira (2006) when they state that Youth and Adult Education (EJA) comes as one of the teaching modalities in educational public policy programs, which represents a possibility to restart studies, for people who, somehow, had their rights denied to attend school and thus build their knowledge, which enhances the urgency and importance of studies that support the policies and practices of this modality.

We now present, separately, the research that makes up our research agenda for Youth and Adult Education (EJA). We started the discussion about the Training and performance of the teacher who works in this modality, to then discuss, from a literature review, the life and schooling trajectories of young people and adults who attend the EJA and, finally, we will discuss the analysis of textbooks for this modality.

4 TRAINING AND PERFORMANCE OF TEACHERS IN EJA

The study "A Research Agenda for EJA: Analysis of Training, Methodologies and Strategies of teachers who work in this modality in the Municipality of Itacoatiara/Amazonas" aimed to analyze the professional profile of teachers who work in EJA, as well as the main challenges that they face in the daily life of the classroom and the resources they use to deal with these challenges, helping them to formulate alternatives to face them.

It is qualitative research that brings together aspects of exploratory and analytical research. According to André (2013, 97), qualitative research "[...] is based on a perspective that conceives knowledge as a process socially constructed by subjects in their daily interactions, as they act in reality, transforming it and being by she transformed". Therefore, the choice of a qualitative approach for the analysis of data from the research is due to the need to understand human and social phenomena within a holistic, contextualized and historically situated view.

The city in which we carried out the study, with an estimated population of 104,046 people (IBGE 2021), has 3 state schools that offer Youth and Adult Education in High School, with about 542 students enrolled. According to information provided by the State Department of Education of the AM, 39 teachers work in the EJA in these schools.

The procedures used for data collection were the application of printed questionnaires, delivered to schools in envelopes that could be sealed and did not require identification of names, and a conversation circle with eight teachers, the manager and the pedagogue of a state school that offers EJA-High School. The answers

to the questionnaires were later manually entered into Survey Monkey, a questionnaire software that uses the arithmetic mean, also called the simple average, which results from the division between the sum of the numbers in a list and the number of numbers added.

The questionnaire consisted of 10 objective questions about age, time working in teaching, time working in the EJA, subjects taught and educational networks in which it works, and three items structured on a Likert Scale in which we investigated: What resources didactics the teacher uses in his/her classroom classes and with what frequency; What procedures and techniques do the teacher use in class and how often; and Which aspects the teacher usually considers when choosing the teaching strategies that he will use in his classes. The last question presented 14 statements about working conditions, continuing education, pedagogical practices, and classroom management, which they could totally agree, partially, disagree or mark as not applicable.

After analyzing these data, we held a conversation circle with eight teachers, the pedagogue and the manager of a state school that offers EJA - High School classes on the night shift, based on two generating questions: How is it working with EJA? and What are the challenges of working with EJA?

The Conversation Circles consist of a method of collective participation in the debate about a certain theme in which it is possible to dialogue with the subjects, who express themselves and listen to their peers and themselves through a reflective exercise. One of its objectives is to socialize knowledge and implement the exchange of experiences, conversations, dissemination, and knowledge among those involved, to build and rebuild new knowledge on the proposed theme. (Moura and Lima 2014, 101).

Also, the conversation circle allows us to apprehend the meaning that the participating subjects attribute to the phenomenon studied (Moura and Lima 2014, 98).

For data analysis, we chose to use thematic-category content analysis. Bardin (2007), content analysis is a set of communication analysis techniques that use systematic and objective procedures to describe the content of messages. In the set of content analysis techniques, the author cites the analysis by categories as the oldest and the most used. The categorical content analysis as follows:

It works by breaking up the text into units, into categories according to analogical regrouping. Among the different possibilities of categorization, the investigation of themes, or thematic analysis, is fast and effective in the condition of being applied to direct (manifest meanings) and simple discourses. (Bardin 2007, 199).

We take up the concept of categories from Minayo (2010, 177), who defines them as classificatory concepts that constitute "[...] as terms loaded with meaning, through which reality is thought of in a hierarchical way [...]". For this article, we will only use the analysis of the thematic unit "challenges" brought by the subjects during the conversation circle.

4.1 Who are the teachers who work in the EJA?

Thirty-one teachers of the 39 teachers who work in the three state schools that offer EJA classes in Itacoatiara, participated in the research. Of these, 17 were female (54.84%) and 14 were male (45.16%) and worked, in percentage, at the following levels

of education: Youth and Adult Education - Elementary School I (16.13% of the respondents), Youth and Adult Education- Elementary School II (35.48%), Youth and Adult Education-High School (90.32%).

To identify in which phase of the professional life cycle the respondents were, it was questioned how long the subjects had worked as teachers: 50% have been teaching for more than 10 years, 23.33% between 5 and 10 years, 16.67% between 1 year and 1 month to 3 years, 6.67% between 1 month and 1 year and 3.33% between 3 years and 1 month to 5 years.

Regarding training, 7 respondents attended a Degree in Mathematics, 3 in Biological Sciences, 3 attended a Degree in Science: Chemistry and Biology, 3 Degree in Science: Mathematics and Physics, 1 teacher graduated in Physics, 3 teachers in Letters/ Portuguese, 1 in Chemistry, 2 in Computer Science, 2 in History, 2 in Geography, 1 in Social Sciences, 1 in Industrial Chemistry, 1 in Pedagogy and Letters: English Language, and finally, 1 of the respondents cited only "degree".

Then, it was asked which subjects the respondents teach: 40% of the respondents teach mathematics, 26.67% Chemistry, 16.67% Physics and the same percentage Biology and English; 10% taught history and the same percentage Geography and Sociology; 6.67% teach Philosophy and 3.33% Arts.

4.2 Methodologies and strategies of teachers working in EJA.

We asked the teachers which teaching resources they used the most to teach their classes and how often. The following were marked as the most used: blackboard, blackboard, and brush, followed by textbooks and printed/xerox material, the basis of the so-called traditional methodologies.

Consistent with the previous answers, the most used procedures and techniques predominate the lecture, the use of exercise lists, questions and answers, guided study, and internet research.

4.3 Working conditions, continuing education, pedagogical practices, and classroom management.

Respondents who work as teachers were asked if they participate, or have already participated, in continuing education activities in the teaching/school network in which they work, 83.34% of teachers responded that they participate/participated, and only 3.3% responded that not.

For 70% of the respondents, the FC offered to them by the education networks, considers, to a greater or lesser extent, their teacher needs and helps them (83.34%) to face the challenges of the classroom, which is a positive indication of the performance of the education network.

About 53.33% of the respondents say that the physical space of the classroom is adequate, however, the materials available to carry out the classes are not always sufficient. In the absence of sufficient resources to carry out the classes, 86.6% of the respondents claim to have purchased, with their resources, materials to develop their activities.

Basic resources, such as Data shows and computers, are also not present in quantity and good conditions of use, in all schools. As for the pedagogical spaces of the school (laboratories, library, computer room), if they are well equipped and in good conditions of use, 60% agree that they are, and 40% disagree.

4.4 Challenges of working in EJA

Eight teachers who work the night shift of a state school that offers EJA – High School participated in the conversation. The table below shows the age, area of activity and time of activity in the EJA of the teachers:

Table 1 - Teachers interviewed - areas and time of work

Teacher [fictitious name]	Age	Area of expertise at EJA	Time of performance in teaching	Time of operation at EJA
Ricardo	34	Physics	6 years old	2 years old
Nadia	45	Geography and Sociology	23 years old	12 years old
Rodrigo	32	Physics	2 years old	2 years old
John	50	History	30 years old	15 years old
Alice	43	Portuguese Language	10 years old	8 years old
Euarda	49	Mathematics	33 years old	10 years old
Dilce	34	Chemistry Biology	6 years old	9 months
Olivia	44	Chemistry and Biology	9 years old	3 months

Source: Prepared by the authors.

As can be seen in the table above, of the eight teachers who participated in the conversation circle, 4 have been working in this modality for more than 10 years, that is, they can be considered experienced teachers. The 4 professors who have been working for less than 2 years, except Professor Rodrigo, are professors with more than 6 years of teaching experience, which can give them the status of experienced professors in teaching, now beginners in EJA.

Different studies have sought to establish relationships between career time and the professional life cycle of the teacher, the most popular of these studies was conducted by Huberman (1992, 31), who proposes seven perceptible phases of the teacher's career. The first or career entry phase includes the survival and discovery phases. In the second phase, marked by stabilization, the teacher acquired a basic mastery over teaching techniques and, with this, acquires a growing feeling of pedagogical competence, strengthened by belonging to a professional collective.

In the third phase, called experimentation or diversification, the teacher seeks new professional challenges, either by diversifying their teaching methods and experimenting with new practices, or in the search for a new professional placement in the educational field (management positions, school direction, supervision, etc.) or, on the other hand, reducing the investment of time and efforts in teaching and seeking another focus of dedication.

The fourth stage represents the search for a stable professional situation. Here, two groups of teachers are distinguished, in the first, marked by serenity and affective detachment, teachers decrease the level of ambition and investment, become

less concerned with class problems and more relaxed, effectively disinvest in students, who with they keep great generational and cultural differences; the second is marked by conservatism and lamentation, devoid of constructive characteristics.

The last stage is the preparation for retirement, which can present itself in a positive, defensive, or disenchanting perspective. Huberman (1992) warns of the importance of considering that the phases, or perceptible sequences in the teacher's professional development cycle, represent general trends of many teachers, but not necessarily of all, in addition, the experience of each phase is marked by social expectations. and work for an organization.

Thus, the beginning of teaching is not only related to the teacher's time of experience but must consider the "newness" of the teaching situation that presents itself, that is, regardless of career time, the change to another level of education, school or region can lead teachers to face the same challenges present at the beginning of their careers (Lima 2006), which can be seen in the speech of teachers who work for less than two years in the EJA.

The school manager, who also participated in the conversation, is 43 years old, and has a degree in science, with a specialization in Education for Sustainable Development and School Management. She has been teaching for 20 years and worked for 12 as a teacher at EJA. The school's pedagogue also graduated in Letters: Portuguese Language is 45 years old, has a master's degree in education and has worked for 16 years in the field of education, 10 as a pedagogue.

We started the conversation by distributing self-adhesive notepads (post-its) to teachers and asking them to write on them the challenges of working in EJA, then the self-adhesive papers were pasted on a poster, read and commented on by the teachers. The teachers wrote the sentences below on the post-its.

"To discover what is the real need for the search for the high school certificate, in the EJA modality."

"Multigrade Learning"

"Awakening real interest in learning"

"Their willpower is what most challenges me to keep going!" "For me, it is challenging to capture the attention and motivation of the student. For that, I am challenging myself to use experimentation in the classroom or bring them to the computer lab"

"A challenge is motivation"

"Develop strategies that reach the student"

"Contribute to the formation of citizens with co-participatory practices in the construction of today and tomorrow, promoting planetary sustainability"

"Maintain interest by competing with the fatigue of daily work".

"Learning concepts for continuity of studies and employment".

"Providing spaces for learning that enable the dynamism of classes and dialogues that include listening".

"Guarantee the permanence of the student until the end of the course".

Motivating students and maintaining students' interest in studies is a predominant concern for faculty. Teachers recognize the difficulty of students who study the night shift, usually after a day of work. To face this challenge, they seek differentiated teaching strategies, such as experimentation in chemistry classes, cinema in history

classes, and the use of the computer lab in mathematics and physics classes. However, many of these teachers are in the third shift of work, and fatigue is also a reality for them.

Dialogue is brought as a central element not only of the teacher-student relationship but of the teaching-learning process, as teachers seek to understand what students are looking for in the classroom, what they need to learn and what they need to learn, to make lessons meaningful. Barcelos (2014) emphasizes that the school is one of the privileged territories for listening to these young people and adults, a necessary condition for education to take place. To the author:

These voices that are invisible for a long time, because they are silenced, may cease to be so as we are willing to hear/feel/value them [...] even because we cannot forget that, as a rule, in Youth and Adult Education, we are dealing with a group of people who have been silenced for long periods of their lives. These are people who, in some cases, have already internalized that they are incapable of learning. That they are too old to learn or even that learning to read and write will not change their lives at all. (BARCELOS 2014, 39).

During the conversation, one of the phrases seemed particularly intriguing to us: "Multigrade learning". We asked the teacher who wrote the sentence, a mathematics teacher, what it meant, and she clarifies:

The EJA, when they come to us, they are a multigrade class. For example, I have a lady who doesn't know how to write. There, I have a boy who is in his third year of elementary school.

The researcher asks: Which series?

9th stage. Represents the first grade of high school. So I have a person who can't write. There is no way I can give her an activity in writing, and she will respond in writing. So, what do I do with this lady? So, for her to understand the function, I put in the field a lot of apples, and a lot of pears and I said I'm going to give her the smallest Elementary I can for her to understand. The others just stand there. The others are quiet. Then, I passed it on to the other boy to understand that behind her there are three who don't know. How did I get the diagnosis when I came in, my diagnosis addresses a fundamental issue. I address an eighth and seventh-grade issue. I approach a ninth grader and I approach a high school freshman to see if they hold. What did I detect? That there are only two students who can understand if I put a function like it is a function of elementary school. Then, I make an example of each and that's how I take it. It's hard work, but it's rewarding. (Professor Eduarda, mathematics)

Professor Eduarda's report illustrates the size of the challenge of working with EJA and all the diversity present in a classroom of this modality. In addition to achieving the learning objectives of this stage, the emancipation knowledge acquired and enjoyed by a population so deprived of this access, although it may seem insignificant, is very relevant for these students to see themselves as subjects of knowledge.

However, this report also highlights the need to know the specifics of adult learning, including the development of intervention strategies that are more assertive and distant from "infantilization". It should be noted that Youth and Adult Education is a subjective public right, and, by becoming a right, it "replaces the idea of supply and compensation for lost schooling, with reparation and equity" (Barcelos and Dantas 2015, 27).

The EJA's policies present as guiding principles "equity, diversity, inclusion and social quality", which demands from those who work in this modality "if they work for, with and in the diversity" (Barcelos and Dantas 2015, 28). However, it is important to highlight that, given the absence of public policies for teacher training, and distribution of adequate and specific teaching material for EJA, the conduct of learning processes depends entirely on the individual effort of teachers, and even on the ability to improvisation and adaptation, which takes place in an unreflective and uncritical way, also reflecting the precariousness and intensification of teaching work, especially for teachers who work in three shifts, which makes it even more challenging to put the proposed guiding principles into practice.

5 NUANCES ON THE LIFE AND SCHOOLING TRAJECTORIES OF YOUNG PEOPLE AND ADULTS WHO ATTEND EJA.

We present, in this topic, the results of the study "A research agenda for EJA: Life and schooling trajectories of young people and adults who attend EJA", which aimed to understand the life and schooling trajectories of young people and adults who attend EJA, establishing reflections on their socio-historical and cultural contexts, promoting the re-signification of the curriculum and pedagogical practices that meet the specificities of this teaching modality.

Currently, productions at the national level bring discussions about public policies and Youth and Adult Education-EJA, especially from the perspective of guaranteeing the right to this target audience, with emphasis on the studies of Brito (2011), Belizário (2015) and Lima (2008). Research and studies point to the need for understanding the life stories of young people and adults in their schooling process, to reinforce the social right of education, and in the direction of teaching consistent with their real needs.

The study proposal had its relevance for the scientific and technological development of the State of Amazonas due to the potential to contribute to the elaboration of curricular policies and pedagogical practices that can collaborate in the educational process of the teaching-EJA modality through people's life stories. that are attended in the school context of the municipality of Itacoatiara-AM, guaranteeing a reflective pedagogical analysis and materializing in interventional didactic actions from the results found on young people and adults in the schooling processes. Investment in research in EJA can provide significant advances in the entire Amazon context, favouring the local sample of schooling for young people and adults, making it possible to set specific goals for improving the quality of education.

In this way, when we include in the "Research Agenda for EJA" the life and schooling trajectories of young people and adults who attend EJA, we consider that these people bring with them stories that are linked to their historical, social, cultural, affective, and cultural paths. schoolchildren, mobilized by feelings and memories of present and past life. Thus, dialoguing about these memories and life stories of teachers, young people and adults are to understand the being in its singular space with senses and meanings that allow the construction of the formation of the subject.

The present study is anchored in qualitative and documentary research, to achieve the proposed objectives from the analysis, interpretation and understanding of socio-educational realities using existing documentary data in national, regional, and local databases. We favour this type of research because it considers the current pandemic context and the difficulties of teachers, youth, and adults to participate with internet access and collaboration in other instruments that demand the availability of time.

Documentary research has characteristics in common with qualitative ones, as they systematically contribute to the production of knowledge based on socio-educational issues, considering existing data and with these, providing relevant reflections based on the local reality, allowing researchers to "dive" into the theoretical assumptions of the subject under study. and extract guiding knowledge to answer the questions highlighted in the study to establish a critical reflection on what is written, and the reality perceived in the experiences obtained in the development of academic and research actions.

Cellard (2008, 295), clarifies that "[...] the written document is an extremely precious source for every researcher in the social sciences. It is, of course, irreplaceable in any reconstitution referring to a relatively distant past [...]", thus, the analysis of these documents with research intentions guarantees researchers the possibility to apprehend knowledge mobilized by the universe of knowledge already described by other scholars of research. to broaden the understanding and interpretation of qualitative data, providing a dialectical relationship between the past and the present by comparing it.

In this perspective, the present study initially had as a methodological proposal the narrative research, having as a data production procedure the conversation circles, training, and practice memorial, as well as the systematic observation, followed by the content analysis. However, due to the pandemic that is ravaging the world, we have redefined it for qualitative and documentary research, in which we had an initial action contact with the Municipal Secretary of Itacoatiara-AM, in which we presented the research proposal and requested the necessary information.

After the initial contact, we chose a date for receiving the information and set off to research Youth and Adult Education in Amazonas, as well as the understanding of Paulo Freire's studies in this educational model. When selecting the surveys found, we read, analyzed, and understood the existing records.

In the search for research that supports the analysis in focus, we highlight the master's dissertation by Belizario (2015), which deals with public policies and Youth and Adult Education in Amazonas: guidelines, debates and perspectives (2010 - 2014) of the Program Graduate Program in Education at the Federal University of Amazonas, which analyzed the public policies for Youth and Adult Education (EJA) instituted by the state education system in Amazonas, from 2010 to 2014, in conjunction with the public policies defined for national education.

It highlighted the main claims in the significant spaces of debate of the EJA, focusing on those carried out in Amazonas, bringing the specific issues of the organization and supply policies of the EJA and the performance of the movements, from the perspective of the subjects (Belizario 2015). The results of this research found

the absence of expressive investment in the education of young people and adults, especially in the mechanisms that ensure the right to education, configuring a restricted expansion of the offer of courses, mainly for the demand for secondary education, constituted, in most young and adult working people, making it impossible for this population to access schooling.

In the process of realizing the right to education for young people and adults, the actions of movements in defence of the consolidation of EJA as a public policy of the State, based on popular education in a perspective of human emancipation, stand out. The research results allow a reflection on policies for the education of young people and adults in Amazonas (Belizario 2015).

Brito's studies (2011) in his master's research entitled: Literacy practices in the context of EJA, analyzed and discussed the reading and writing practices experienced by subjects inserted in the context of EJA (Youth and Adult Education) and their relationships with the knowledge systematized by the school, with the literate culture, the social environment and the world of work, from the perspective of literacy, revealed to us that there are multiple literacies and that their practices or events will depend more on the social context outside the school than to the type of literacy that occurs within it - school literacy - which is just one of the many addressed in this studies as results (Brito 2011).

The social representation of the school for students of a state school that offers this type of education was the subject of the Lima research (2008), which had as general objective to analyze the social representation of the school built by the students of the EJA, and how specific: to identify how the content of the school's social representation is organized and structured and to verify whether or not the school's social representation contributes to the removal or return of these agents to the school.

The results of this study revealed that the social representations of school involve the following categories: teacher, learning, and education. The meanings attributed to the category's teacher, learning and education interact with each other when students highlight the importance of the teacher in the teaching-learning process, the teacher appears as the one who will contribute to what students will learn again, learning for them is fundamental to make them participatory people in a complex society such as the capitalist one. This is clear when they say that without learning and education one is nothing in this life, that to be someone one must learn and be educated. It is not that they do not recognize themselves as someone, but the meaning of being someone is associated with a representation of a hegemonic school that, through formal education, will help them to improve their lives, have a job, be able to attend college, that is, it is a possibility of rescuing self-esteem weakened by the unpleasantness of life of renunciation and deprivation, including studying (Lima 2008).

6. FROM COMPENSATORY TRAINING TO EMANCIPATORY PRACTICE: THE VOID OF EJA TEXTBOOKS

The present study conducted a qualitative documentary investigation of printed textbooks for literacy of young people and adults, in a postcolonial Amazonian Brazilian educational context, and is part of the tradition of case studies. At this stage of the research, we used empirical data from a sample composed of textbooks used in the literacy process of young people and adults in the years 2009, 2012, 2013 and 2021 by the public school system of Itacoatiara-AM, it should be noted that the sample is not random and the choice is justified based on the relevance of analyzing the teaching materials of the EJA, since they are not common objects of study in the national and international research agenda, as pointed out in the literature of the area of analysis of textbooks of Social Studies.

In this study, we looked for the details of the object investigated and the interaction with its contexts (Marconi and Lakatos 2001; Stake 1999; Triviños 1987). "The case study is the study of the particularity and complexity of a singular case, to understand its activity in important circumstances" (Stake 1999, 11). Moreover, it should not be forgotten that the case study is also used to study anchored objects in a context from which they are inseparable (the political, historical, or social context, for example) and to analyze complex phenomena that attract attention due to their peculiar characterization (Marconi and Lakatos 2001; Stake 1999; Triviños 1987).

Taking into account the objectives of this research agenda, this qualitative analysis of textbook content was divided into three methodological stages: i) identification of the structure of the cognitive process in examples of pedagogical exercises with text from textbooks (according to Bloom's taxonomy, reviewed by Anderson et al, 2001); ii) review of the categories of coding of emancipatory literacy (identity, empowerment and critical thinking) and identification of such categories in examples of indicators and citations of textbooks (based on Bartlett 2005; Butler, Suh & Scott 2015; Freire 1969, 1970; Kahne and Westheimer 2003; Romão and Gadotti 2012; Scott and Suh 2015; Stronquist 2009, 2012; Yoon and Sharif 2015); iii) recognition of the different profiles of citizens in the didactic instructions present in the teacher's textbook (based on Westheimer and Kahne 2004) in the research sample.

After categorizing the collected data, a comparative analysis of the data collected from these different units of analysis was performed and based on the theoretical foundations mentioned and correlated research esplanades of the literature of analysis of textbooks around Socais Studies, relationships were established in a dialectical and critical manner.

First, the process of collecting samples from the books was initiated; A kind of active search was carried out for textbooks used in municipal and state schools in the municipality of Itacoatiara that have in their curriculum the modality of Youth and Adult Education (EJA) so that they could then be visited to collect the textbooks of the initial years of Elementary School I used in this modality. It should be noted that considering the pandemic period in which these investigations were carried out in school institutions, all preventive safety measures against COVID-19 were taken, such as the use of masks, use of alcohol gel and social distancing recommended by health authorities.

However, it was evident the scarcity of teaching materials for the modality of the EJA in most of the institutions surveyed, which surprised, me as the collection was

performed. Therefore, having in hand the collected books, all were transformed into a document in PDF format for the next step of the methodology which was systematization and analysis in the light of the chosen theoretical framework.

In addition, bibliographical research was carried out on the PNLD (National Textbook Program) website to find the specific literacy books for the EJA, unfortunately not successful as expected by the fact that in the 2021 PNLD book lists there is no direction to EJA, as well as none in the PNLD list for the years 2015, 2016, 2017, 2019 and 2020, nor for the early and final years of elementary school, so little for high school. Thus, the research was deepened to identify some literacy textbooks of the EJA modality. It was found only in the PNLD list of books of 2018, yet in a table found of the books offered that year of more than a thousand new works. It drew attention to the fact that the specific books for the EJA are considerably smaller than the amount for the regular teaching modality, and only 6 titles were intended for the literacy of young people and adults, where two titles were from the same publisher, so only five publishers released works for the literacy of young people and adults from all over the national territory in the 2018 PNLD. It should be mentioned that none of these 6 books was adopted in the schools that offer the EJA in Itacoatiara-AM.

As previously mentioned, this text brings together the results of three studies that make up "A research agenda for the EJA", aimed at the training and performance of teachers the trajectories of life and schooling of young people and adults who attend the EJA and the analysis of textbooks focused on this modality. In the case of studies with different focuses, different methodologies were also used to achieve the objectives outlined. Thus, we chose to present to the reader the methodological description of each research along with the discussion and analysis of the results, to finally triangulate the data and describe the conclusions.

Next, the textbooks collected for the research sample, it should be noted that only the books focused on the initial years of elementary school were analyzed, that is, only the books that have content between the literacy level of young people and adults and the 5th year of Elementary School I, namely:

TITLES OF THE BOOKS COLLECTED FOR THE SAMPLE			
Titles	Publisher	Author	Year
Caderno de apoio pedagógico – 1ª Fase	SEMED	Rodrigues, S. S.	2021
Caderno de apoio pedagógico – 2ª Fase	SEMED	Cruz, R. R.; Brito, J. C. S.	2021
Caderno de apoio pedagógico – 3ª Fase	SEMED	Assíria Márcia Napoleão de Araújo	2021
EJA Moderna Educação de Jovens e Adultos: Alfabetização vl. 1	MODERNA	MODERNA	2013
EJA Moderna Educação de Jovens e Adultos: Anos Iniciais do Ensino Fundamental vl. 2	MODERNA	MODERNA	2013
EJA Moderna Educação de Jovens e Adultos: Anos Iniciais do Ensino Fundamental vl. 3	MODERNA	MODERNA	2013
EJA Moderna Educação de Jovens e Adultos: 7º ano Ensino Fundamental	MODERNA	MODERNA	2013
EJA Moderna Educação de Jovens e Adultos: 8º ano Ensino Fundamental	MODERNA	MODERNA	2013
Projeto Identidade vl. 2	Ática	Miranda, C., et al	2012
EJA 7º ano – Multidisciplinar	IBEP	Silva, C., et al	2009
EJA 8º ano – Multidisciplinar	IBEP	Silva, C., et al	2009

Source: (Silva and Valentim da Silva 2021).

The methodology of qualitative content analysis (Bardin 2007, 1975) of textbooks was applied in the selected sample, because in the textbooks for literacy there are different textual thematic units of analysis. Thus, this research for data analysis used the qualitative analysis technique of thematic content to classify, challenge and compare the body of data chosen in the study sample (Bardin 2007, 1975). It is noteworthy that the technique against data coding was used by two other researchers in the area and all discrepancies in data coding were analyzed, discussed, and resolved. For analysis, coding tables 1, 2 and 3 were used, originating from coding categories selected from the literature that inspired this research.⁷

The research constitutes a single case study, which has since been approached as a methodology commonly used to study objects anchored in a context of what is inseparable (the political, historical and social context, for example) (Marconi and Lakatos 2001; Stake, 1999; Triviños, 1987). As already said, one of the central objectives of this research agenda was to evaluate the solidity of a conceptual model of emancipatory literacy in three methodological stages to analyze the contents of textbooks favourable to the development of this type of literacy. It is possible to identify some findings and some general trends. Thus, based on the literature consulted, we offer below a general picture of the results.

About the structure of the cognitive process in Bloom's revised taxonomy, it is important to note that the use of this taxonomy made possible the cognitive classification of the exercises with the sample text of this study according to the lower and higher order levels of thought. Thus, this didactic tool was extremely important for the identification of exercises with text that requires creative thinking, which is fundamental to stimulate the development of critical thinking of the student (Lavere 2008).

Similarly, it was detected that in the didactic materials analyzed approximately 64.6% of the exercises with text fall into the category "cognitive level of lower thinking order", while only 35.4% of the exercises with the text entered the category "cognitive level of higher thinking". It should also be remembered that only cognitively identified exercises with a higher order level can be analyzed from the coding table 2 (categories of emancipatory literacy).

Regarding the codification of emancipatory literacy according to the criteria of identity, cognitive empowerment and critical thinking, from the analysis of the exercises with the text classified within the level of thought of higher order (coding table 2), it was found that the seven samples analyzed have an insufficient number of exercises related to texts that favour the construction of identity, cognitive empowerment and critical thinking and, therefore, are not favourable to literacy and emancipatory (or promote emancipation), taking into account the socio-historical context. Precisely, they recorded 87 exercises referring to texts that respond to this classification in modern EJA: Literacy (2013), 152 higher-level exercises for modern EJA- volume 2 (2013) and 148 exercises corresponding to this classification in EJA- volume 3 (2013); 4 exercises in the materials Pedagogical support notebook: 1st phase, 8 exercises in the 2nd phase and 12 exercises 3rd phase (2021) and for the material

⁷ Deleted to preserve the anonymity of the authors

Nayana Cristina Gomes Teles, Fabrício Valentim da Silva, Tiago Pereira Gomes, Jorgea Tânia Amazonas Barros, Lucas Martins Marinho, Aurinéia Claudio Martins – *An Agenda of Research in the Education of Youth and Adults (EJA): Experiences of Training, Teaching Performance and Life Paths of Young People and Adults Who Attend the Modality*

Table (2). EJA Moderna- volume 2 (2013) categories of emancipatory literacy.

EJA Moderna- volume 2 (2013) categories	Categories of emancipatory literacy	Percentage (%)
	Critical thinking	38,29%
	Cognitive empowerment	45,18%
	Identity	16,53%

Source: (Silva and Valentim da Silva 2021).

Table (3). EJA Moderna - volume 3 (2013) categories of emancipatory literacy.

EJA Moderna - volume 3 (2013)	Categories of emancipatory literacy	Percentage (%)
	Critical thinking	40,55%
	Cognitive empowerment	42,52%
	Identity	16,93%

Source: (Silva and Valentim da Silva 2021).

Table (4). Caderno de apoio pedagógico- - 1st phase (2021) categories of emancipatory literacy.

Caderno de apoio pedagógico- 1st phase (2021)	Categories of emancipatory literacy	Percentage (%)
	Critical thinking	20%
	Cognitive empowerment	80%
	Identity	0%

Source: (Silva and Valentim da Silva 2021).

Table (5). Caderno de apoio pedagógico- - 2nd phase (2021) categories of emancipatory literacy.

Caderno de apoio pedagógico- 2st phase (2021))	Categories of emancipatory literacy	Percentage (%)
	Critical thinking	0%
	Cognitive empowerment	100%
	Identity	0%

Source: (Silva and Valentim da Silva 2021).

Table (6). Caderno de apoio pedagógico - 3rd phase (2021) categories of emancipatory literacy.

Caderno de apoio pedagógico - 3rd phase (2021)	Categories of emancipatory literacy	Percentage (%)
	Critical thinking	0%
	Cognitive empowerment	100%
	Identity	0%

Source: (Silva and Valentim da Silva 2021).

Table (7). Projeto Identidade- Volume 2 (2012) Categories of emancipatory literacy

Projeto Identidade - Volume 2 (2012)	Categories of emancipatory literacy	Percentage (%)
	Critical thinking	41,2%
	Cognitive empowerment	49,2%
	Identity	9,6%

Source: (Silva and Valentim da Silva 2021).

The great fragility of the samples analyzed regarding the categories of emancipatory literacy is that of identity, which points to the non-effectiveness of emancipatory adult literacy. It is anecdotal to say that Project Identity Volume 2 (2012) has only 9.6% of the identity category of emancipatory literacy.

The category types of citizens were analyzed from coding table 3. About this category in the 5 didactic instructions for the professor of the book Material on an oriented study (2021), a perspective of emancipatory literacy focused on the formation of a citizen with the profile almost exclusively focused on responsibility with 66.7%

prevailed. In this material, however, the rest of its percentage shows that it is focused on the perspective of participatory citizen education with 33.3% and the justice-oriented citizen with only 3.57%.

Following the same coding table, in the case of the 6 didactic instructions analyzed in the didactic material Guidebook-EJA (2021), it can be affirmed that a perspective of emancipatory literacy focused exclusively on the formation of a citizen with a responsible profile with 100% prevailed.

It was detected through the analysis of materials aimed at teachers; a focus of concern focused only on the length of their civic responsibilities as members of the student body. We present below two tables with the percentages of the two samples analyzed in this category.

Table (8). Material sobre estudo orientado (2021) categories of emancipatory literacy.

	Types of citizens	Percentage (%)
Material sobre estudo orientado (2021)	Responsible citizen	66,7%
	Participatory citizen	33,3%
	Justice-oriented citizen	0%

Source: (Silva and Valentim da Silva 2021).

Table (9). Manual de orientação - EJA (2021) categories of emancipatory literacy.

	Types of citizens	Percentage (%)
Manual de orientação - EJA (2021)	Responsible citizen	100%
	Participatory citizen	0%
	Justice-oriented citizen	0%

Source: (Silva and Valentim da Silva 2021).

Because of the data presented, we will dedicate ourselves to following the discussion of the results, to establish comparisons between the results found in the present investigation and those of other empirical and theoretical investigations. This contrast allowed us to evaluate how this study brings an original contribution to the area of research of textbooks in social studies, more specifically in the field of youth and adult education.

6.1 Discussion of the results on the emptiness in the EJA textbooks in Itacoatiara-AM

Before starting the discussion of the results, we will briefly recall the objectives of this stage of the research agenda in question. First, we wanted to evaluate the robustness of a conceptual model of emancipatory literacy through three methodological stages (Deleted to preserve the anonymity of the authors). to analyze the contents in textbooks that are favourable to the development of emancipatory literacy. Similarly, this objective was divided into three specific objectives: to identify and describe the dimensions of the ideológicas, cognitive and civic emancipatory literacy within the framework of a conceptual modelling perspective and to operationalize these dimensions in the analysis criteria for the adequacy of textbooks; to test and evaluate the consistency of the criteria in the analysis of the emancipatory potential of books didactic, and to evaluate the criteria that shaped the structure and content of the textbook favourable to emancipatory literacy.

Thus, we present the discussion of the results to better illustrate the convergence between the three main themes that cover our objectives: textbook, emancipatory literacy, and citizenship education. The Identity Project materials (2012); Modern EJA: Literacy, volume 2 and volume 3 (2013) and Pedagogical Support Notebook: 1st phase, 2nd phase, and 3rd phase (2021) were analyzed as an element of articulation, that is, as a mediator between civil society and education for citizenship. On the other hand, it is also important to highlight the limited attention provided by studies on this subject, the analysis of textbooks for the emancipatory literacy of adults from the perspective adopted by this research, that is, from the perspective of citizenship education. This perspective is based on the emancipatory literacy proposal as a "tool" for the realization of the citizenship education process, in which the textbook must start from the universe of the student's life, so that he can understand the world in which he lives, criticize, and prepare to transform the world (action-reflection-action) (Freire 1987).

It is noteworthy that the teaching materials of this research are produced, classified, and distributed by the Ministry of Education (MEC) through the National Textbook Program (PNLD). However, the pedagogical and cognitive limitations identified were evident: the prevalence of pedagogical exercises with texts that were classified in the cognitive level category of the lower order of thought (64.6%), while only 35.4% of exercises with texts entered the classification category cognitive level of higher thinking. What considerably compromises the creativity of the student, an essential element for the full development of critical thinking, one of the categories that make up the emancipatory literacy of adults.

As for the type of citizen that the materials wish to form, the type of citizen personally responsible was preponderant. It is as if these teaching materials desired a citizen capable of making donations to the most in need economically and socially, but they would not have the availability and organizational capacity of a solidarity fair to help these same people who are the target of their donations. Much less would seek to understand the causes of poverty of these individuals to think of a justice-oriented society, where the origins of social ills would be fought by them, therefore, the absolute prevalence of this type of citizen will not be able to favour the development of emancipatory literacy of students of the studied didactic material. For the types of citizens oriented to justice or participatory are part of the primary criteria that help define the contents of textbooks favourable to emancipatory literacy (Deleted to preserve the anonymity of the authors).

CONCLUSIONS

When we seek to perform an analysis of who are the adult learners and teachers who work in this type of teaching, the studies point to students who suffer the difficulties of a social vulnerability existing in Brazil and with greater intensity in the Amazon context. We found, from an analysis of the data informed by the State Department of Education of the municipality of Itacoatiara (Semed/Itacoatiara), that many of the teachers who work in this type of teaching are graduated, however, it is necessary to question whether and how the EJA modality is approached in undergraduate and graduate courses.

The study conducted by Gatti and Nunes (2009) aimed to "[...] to analyze what is proposed as disciplines and training contents in higher education institutions of classroom courses in Pedagogy, Portuguese Language, Mathematics and Biological Sciences [...]", identified in the analyzed menus two approaches: methodologies or practices and sociological or political approaches. The authors conclude that

The menus allow us to affirm that there is no predominance of new specific knowledge to be taught, but rather a field of mediations that seek to adapt traditional knowledge to the education of young people and adults and the education of children from 0 to 6 years. (Gatti and Nunes 2009, 40).

Consistent with the authors' findings, the pedagogical practices of the teachers subject to the research are anchored in traditional knowledge of the regular series, we noticed that the didactic and pedagogical resources available to mediate teaching and learning are not always presented in a coherent and specialized way for this purpose, constructed, analyzed, and reviewed reflecting the trajectory of life and schooling presented by the students.

Therefore, the education systems must reflect on these data to reconfigure the policy actions to minimize such realities that imply in the training process, to ensure teaching knowledge for a pedagogical practice that enables the educational, social and economic transformation, considering the validation of the student's well-being, with practices for the transition of knowledge, with new interventions essential to the development of the education of these young people and adults.

Equally urgent is the reconfiguration of the EJA in teacher training courses, with special attention "[...] to the imbalance in the theory-practice relationship, in favour of more theoretical treatments, fundamentals and contextualization" (Gatti and Nunes 2009, 42).

The internal and external educational motivations of the young and adults of the EJA that favour their participation in the face-to-face classes was a question that we could not perform directly because the research cannot be developed as a field investigation, because of the pandemic moment that was presented in the years 2020, 2021 and in the current context.

However, the reports of teachers working in this modality reveal that about 98% of the students are fathers and mothers of families, that is, "it already comes with a responsibility of home. In addition to this responsibility of father and mother has social, financial issues, family quarrel, serious and serious problems" (John, Professor of History). Also, according to the reports of the teachers, the main reason that leads to the abandonment of studies is to get a job /occupation.

We highlight the urgent need for the (re)structuring of pedagogical didactic actions for teaching action in the educational field, considering the socio-historical context of young people and adults, as well as direct actions that minimize school dropouts and guarantee the rights of public learning.

Final note

The studies that composed the "Research Agenda for the EJA" had objectives not only to know the reality and the main challenges that teachers and students face in the daily life of the classroom but also to help formulate alternatives for their coping.

The results of the research comprised reports delivered to the State Department of Education, in addition, to guiding the continuing education activities that we carry out with this public in schools and the reformulation of the Pedagogical Projects of the Bachelors in which we operate.

Regarding the study of textbooks, the functionality of the methodology of qualitative content analysis of textbooks focused on the literacy of young people and adults developed by (Deleted to preserve the anonymity of the authors) stands out and it is expected that this research can cover other samples of textbooks used by the public school system of Itacoatiara and a region incorporated by PNLD EJA. Moreover, it should be emphasized that, based on the analyses previously presented and discussed, the materials analyzed do not have the necessary proportion of the essential categories for the development of emancipatory literacy for young people and adults who study with said textbooks.

For, as exposed in the discussion of the results of this stage of the research agenda of qualitative content analysis of textbooks, there is no balance of the 3 essential categories for the realization of emancipatory literacy (Identity - Critical Thinking - Cognitive Empowerment). And the type of citizen found in the sample of guidance manuals for educators also does not stimulate the development of this type of literacy, considering that (Deleted to preserve the anonymity of the authors) concluded that, the types of citizens oriented to justice or participatory are essential in the process of defining the contents of textbooks favourable to emancipatory literacy.

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Nayana Cristina Gomes Teles, Fabrício Valentim da Silva, Tiago Pereira Gomes, Jorgea Tânia Amazonas Barros, Lucas Martins Marinho, Aurinéia Claudio Martins – ***An Agenda of Research in the Education of Youth and Adults (EJA): Experiences of Training, Teaching Performance and Life Paths of Young People and Adults Who Attend the Modality***

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