

International Journal of Human Sciences Research

SCHOOL ESCAPE OF WOMEN IN EJA: CHALLENGES OF THE “NEW NORMAL”

Tamara Cecília Rangel Gomes

<http://lattes.cnpq.br/9655423419139890>

Livia Vasconcelos de Andrade

<http://lattes.cnpq.br/4554326654472647>

José Alexandre

<http://lattes.cnpq.br/9773987657003870>

Clarisse Conceição Rangel Gomes

<http://lattes.cnpq.br/3625255177547740>

Ethmar Vieira de Andrade Filho

<http://lattes.cnpq.br/4085767288868041>

All content in this magazine is licensed under a Creative Commons Attribution License. Attribution-Non-Commercial-Non-Derivatives 4.0 International (CC BY-NC-ND 4.0).



Abstract: The present work proposes a discussion about the school dropout of women in Youth and Adult Education (EJA) in the Municipality of Campos dos Goytacazes. The general objective of this work points to the understanding of the correlation between the implementation of public policies in the EJA to improve the school dropout rates of its students. For specific objectives, we seek to know the socioeconomic and cultural profile of students, investigate the strategies for monitoring school attendance and their possible impacts on the permanence and dropout of women in the EJA, present statistical data on the permanence and dropout of women in the EJA and compare results education of EJA students and the engagement of the school team as partners at this moment. Methodologically, it is intended to collect quali-quantitative data, in terms of Babbie, with the application of questionnaires and interviews to different social actors. The main sources are the works of Charlot, Dourado and Michelle Perrot.

Keywords: Public Policies, Education, Gender.

INTRODUCTION

The Covid-19 Pandemic has consolidated school dropout as a challenge to be overcome, especially considering women enrolled in Youth and Adult Education (EJA) in the municipality of Campos dos Goytacazes/RJ as a marker.

We will consider in the fabric of this study, the students enrolled in high school, in the EJA modality in the post-pandemic of COVID-19. The choice of the mentioned time lapse will be given because we are facing a “New Normal” in the Brazilian educational scenario. It is also important to point out the absence of public policies that promote the promotion of women’s permanence in school in Youth and Adult Education. Elucidation

that can be proven by verifying the absence of governmental initiatives in the data obtained from official platforms, such as INEP.

As there is a demand for a more qualified analysis of the sociocultural and historical phenomena that involve the schooling of women, we indicate the alignment of these perspectives with other discussions about Education, Culture, Politics and Citizenship, especially interdisciplinary methodology.

CONTEXTS AND TRACKS

The outbreak of pandemics throughout history has corroborated the understanding of how much the experience of great adversities affects other situations in society (and not only sanitary and public health situations) to be affected. Geo-political issues and their reverberations in the economy and society are certainly identifiable as almost immediate consequences of such contexts. However, and despite this, it is important to consider that pandemics also interfere in situations related to cultural, daily life and cognitive processes, whether or not resulting from schooling.

In our contemporaneity, after the confirmation in March 2020 that Covid-19 was characterized as a pandemic, the need to adopt measures to combat it was perceived, including the closing of schools on the grounds that, with the closed, the possibilities of agglomeration and contamination would be reduced.

Concomitant with this process, we witnessed the holding of congresses, lives and webinars that sought to promote the discussion of staying in school even in times of a pandemic. In this vein, Souza and Rocha Júnior (2020) presented contributions regarding the influence of “support networks”, especially teachers, for the permanence of university students.

Furthermore, Vargas (WEBINÁRIO, 2020) offers us the concept of “socio-affective

capital” and the positive consequences or weaknesses resulting from it, allowing us to revisit Bourdieu and his expanded reading that in addition to the economic resource of capital, other resources are essential for academic performance and the student's belonging to the school.

Bringing these discussions specifically to the reality of the student-worker, we refer to Rocha Júnior (2019) who warns us:

“Faced with the difficulty of future planning, contemporaneity imposes more and more skills on young people. In relation to the poorest young people, the challenges are even greater, as they certainly have fewer resources and smaller margins of choice, in addition to the structural constraints in which they are inserted. And it is these young people who arrive at public schools and the world of work, in their diversity, loaded with social practices and their own symbolic universes.”

The students and all the difficulties arising from their situation of vulnerability both in Basic Education and in Higher Education, aggravated by the former interdicted education, may justify efforts to make it accessible and with conditions of permanence that allow the student to complete their schooling.

For these reasons, it is necessary to seek to focus the gaze on the student-worker, especially when no institutional efforts are observed in its mapping. The Fluminense State Network, to date, does not know which of its students work since, at the time of enrollment confirmation, this condition is not verified, it is not information considered relevant enough to be included in official enrollment records. This way, the institutional conditions of student permanence are absent and in order to change this scenario that denies a quality education to all citizens, he proposed plans that encompass methodological strategies to make classes more attractive, considering that

most students face the school benches after a full day of work.

Seeking to guarantee the permanence of the EJA student is to contribute to the maintenance of powerful democratic aspects for women, individually and for the entire community where the school and its students are inserted, for that, we remember a certain occasion where the late Anísio Teixeira he had been invited to close an education seminar in São Paulo, back in 1957. On this occasion, he mentioned the relevance of collecting data on education as a material that would consciously and consistently subsidize the elaboration of plans and the execution, properly speaking, of the art of educating. This way, says Teixeira:

If your work breaks free from the character of routine work, accident or whim and you begin to record your effort in writing, keep cumulative, descriptive and intelligent records of students, case-histories of educational experiences, all that material it can be studied here, with the aim of helping you in your task, which will remain autonomous and, moreover, more conscious, more controlled and more susceptible to being repeated and, this way, to accumulate and progress. No, we want so much to be here at the Center a general staff drawing up plans to be carried out by automatons or semi-automats, but a group of colleagues studying school problems with you, with the aim of obtaining knowledge so that the entire magisterium can conduct with more autonomy to its great task. We will not have rules or recipes to offer, but we will seek to help you with the intellectual instruments indispensable to the execution of one of the fine arts and the greatest: that of educating.”

In the current post-pandemic educational scenario, EJA is in evidence, especially because the young or adult student, perhaps elderly, who enrolls in school with the aim of completing their studies, could find a possibility of improvement in their school performance. , their cognitive abilities, their interaction with other students and

teachers, their research capacity and access to information. This research becomes important to raise a diagnosis of the possible reasons why specifically women end up leaving the school environment. The dropout of EJA students, the social and cultural public policies of active search for dropout students need to point out alternatives to the gaps presented, as explained by Dourado:

The constitution and historical trajectory of educational policies in Brazil, especially the processes of organization and management of national basic education, have been hegemonically marked by the logic of discontinuity, due to the lack of long-term planning that evidenced State policies to the detriment of policies government circumstances. Such dynamics have favored actions without proper articulation with the education systems, particularly management and organization, initial and continuing education, curriculum structure and participation processes. Dourado, 2007. P. 926.

The Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira, INEP, presents the concept of age-grade distortion as a statistical data that points out the percentage of students who would be older than expected for the school year in which they are enrolled, the from data reported in the School Census of Basic Education, a source of statistical research on Basic Education that, according to the 1996 Law of Directives and Bases, concerns the stages Early Childhood Education, Elementary School and High School and their modalities (Indigenous School Education, Special Education, Rural Education, Quilombola School Education, Professional Education and Youth and Adult Education).

With the understanding, with the support of the legislation in force, that Youth and Adult Education refers to a modality of Basic Education and that the data informed by school managers of public networks (whether

federal, state or municipal) are crucial for the financing of education, including through programs such as the National Book and Teaching Material Program (PNLD), National School Feeding Program (PNAE) and National Broadband in Schools Program (PBLE), among others. Educational research has repercussions on the financing of education, on the planning of strategies and actions that effectively operationalize the functioning of networks, contemplating the educational service of students throughout the country.

Such questions allow us to ponder, as Charlot elucidates:

“A scientific discourse on education must not be a discourse of opinion; it is not scientific if it does not control its concepts and is not supported by data. Research in education (or on education) produces knowledge, rigorous as all scientific knowledge is. We can maintain, and I particularly do, that there are different forms of rigor. This idea seems to me to be important for coexistence, joint work, debates in a department of education sciences or in a postgraduate course in education, where it is necessary to accept diversity as richness, including epistemological and methodological diversity.” CHARLOT, 2006. P.10.

At first, it is necessary to be clear that educational research on school permanence does not necessarily represent a complementary study to research that deals with dropout. We understand the validity of the search for understanding the reasons why EJA students evade.

In contemporary days, especially in the context of the Covid-19 Pandemic, discussions about the permanence of students and, in the case of this research of EJA students, it is urgent to consider the role of public policies for the provision of schooling for these women.

ROUTES AND WAYS

For the collection and analysis of the data of this research, we operate with a quali-quantitative

methodology, in the terms of Babbie (2005). At first, in order to carry out a survey about the socioeconomic and cultural profile of the students, carried out through a questionnaire with students from two schools in Campos dos Goytacazes, by sampling. It is important to consider in this survey personal identification, family income, access to cultural goods that contribute to the construction of diagnostic data of this educational base and corroborate the understanding of challenges and opportunities for the EJA student. The profile of the student who most drops out of school has markers such as economic class, race and territory. This way, higher dropout rates were observed in poorer, black women, in situations of social vulnerability and lacking possible financial support programs to enable them to remain in school.

Secondly, an interview based on Selltiz et al. (1987), to survey possible reasons for dropout, from the point of view of these students, in an attempt to understand why women stop studying, evidencing social vulnerability and the need for work to support the family.

It is hoped, with this study, to contribute to contemporary discussions about the school permanence of women in EJA, understanding the implications of their invisibility and vulnerability. It is believed that it can contribute to the design of institutional systems with the planning and execution of actions that facilitate access and stay in school and encourage new studies that, in the same way, can contribute to this debate.

REFERENCES

BABBIE, Earl. **Métodos de pesquisas de survey**. Belo Horizonte: Editora da UFMG, 2005.

BOURDIEU, P.; PASSERON, J. **A reprodução: elementos para uma teoria do sistema de ensino**. 6. ed. Petrópolis, RJ: Vozes, 2013. p. 91-134.

CHARLOT, B. **A pesquisa educacional entre conhecimentos, políticas e práticas**. Revista Brasileira de Educação v. 11 n. 31 jan./abr. 2006.

DOURADO, Luiz Fernandes. **Políticas e Gestão da Educação Básica no Brasil: Limites e Perspectivas**. Educ. Soc. Campinas. Vol. 28 número 100. Out 2007. Disponível em: <http://cedes.unicamp.br>. Acesso em 01 de novembro de 2021.

ROCHA JÚNIOR, José Carlos . **Retratos sociológicos: um recurso importante para a investigação do êxito escolar de estudantes trabalhadores do ensino médio**. Terceiro Milênio: Revista Crítica de Sociologia e Política. Volume 13, número 2, julho a dezembro de 2019. Disponível em: <https://revistaterceiromilenio.uenf.br/index.php/rtm/article/view/180/161>. Acesso em 4 dezembro de 2021.

SELLTIZ, C.; WRIGHTSMAN, L.; COOK, S.; KIDDER, L. **Métodos de Pesquisa nas Relações Sociais**. São Paulo, EPU – Editora Pedagógica e Universitária Ltda., 1987.

SOUZA, Thais Cabral de; JUNIOR, José Carlos Rocha; ROCHA, Alessandra da. **O PROCESSO DE PERMANÊNCIA NA PERCEÇÃO DE ESTUDANTES UNIVERSITÁRIOS: A INFLUÊNCIA DAS “REDES DE APOIO”, SOBRETUDO DOS PROFESSORES, MESMO EM TEMPOS DE PANDEMIA**. In: Anais do 9º Coninter. Campos dos Goytacazes (RJ) UENF, 2020. Disponível em: <https://www.even3.com.br/anais/coninter2020/296669-O-PROCESSO-DE-PERMANENCIA-NA-PERCEPCAO-DE-ESTUDANTES-UNIVERSITARIOS--A-INFLUENCIA-DAS-REDES-DE-APOIO-SOBRETUDO>>. Acesso em: 4 dezembro de 2021.

TEIXEIRA, Anísio. **Ciência e arte de educar**. *Educação e Ciências Sociais*. v.2, n.5, ago. 1957. Disponível em: <http://www.bvanisio.teixeira.ufba.br/artigos/ciencia.html>. Acesso em 11 de outubro de 2021.

WEBINÁRIO. **Acesso e Permanência na Universidade em Tempos Remotos**. [S. l.: s. n.], 2020. 1 vídeo (1h 58 min 40 seg). Publicado pelo canal PROIAC PROGRAD UFF. Disponível em: <https://www.youtube.com/watch?v=IcEWMPB-YRo>. Acesso em 4 dezembro de 2021.