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YOUTH AND ADULT EDUCATION AT IFAM CAMPUS EIRUNEPÉ: A STUDY ON THE INCIDENCE OF SCHOOL DROPOUT IN THE YEAR 2019

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Abstract: The present study aimed to identify the main factors that contributed to school dropout in 2019 in the 1st year class of PROEJA at IFAM Campus Eirunepé. It was also aimed to identify the percentage of dropout students in the class and to verify the existence of actions on the part of the teaching institution that could have contributed to the permanence of the individual in school to, finally, provide information that can be used to understand and minimize the problem in the classroom. local context. The methodology involved a qualitative and quantitative approach, through field research and the application of questionnaires. It was found that the course had a 41% dropout rate in its first year. The reasons identified were: work, moving to another location, difficulty in accessing the school environment, family obligations, lack of time to dedicate to studies, starting universities and changing institutions. Finally, two actions were collected to reduce the problem: offer of the course in another shift (morning or afternoon) and assistance with transport to places of difficult access.

Keywords: Youth and Adult Education. Eirunepé-AM. truancy.

INTRODUCTION

Access to free education is a subjective public right guaranteed by the Federal Constitution (BRASIL, 1988). In this context, Youth and Adult Education (EJA) is a teaching modality that aims to offer the right to education to subjects who, in the primary moment of life, did not enjoy this right, for many reasons. as an opportunity offered to individuals to become literate and continue their studies, which contributes to a more dignified life and opens doors to new opportunities for growth in the personal, professional and academic spheres.

Law Number: 9,394, of December 20, 1996, which establishes the guidelines and bases of national education (LDB) emphasizes in

its article 37, paragraph 3, that, preferably, there must be a link between youth and adult education and professional education. At the Federal Institute of Education, Science and Technology of Amazonas (IFAM), EJA articulates with professional and technological education through the National Program for the Integration of Professional Education with Basic Education in the Modality of Youth and Adult Education (PROEJA), which results in increased schooling and professional qualification, simultaneously.

IFAM Campus Eirunepé is part of the Federal Network of Professional, Scientific and Technological Education. It is located in the municipality of Eirunepé, in Amazonas, 1,159 kilometers from the capital Manaus. According to the Brazilian Institute of Geography and Statistics (IBGE), in 2020 the estimated population of the municipality is 30,665 inhabitants. The educational institution develops important work in the area of education in the municipality.

In the Institutional Development Plan (PDI), effective from 2019 to 2023, IFAM established the goal of expanding to 10% the offer of vacancies for Vocational and Technological Education in an integrated manner and offered in the form of Youth and Adult Education. On Campus Eirunepé, PROEJA was implemented in 2019, with Administration being the chosen course after a public consultation previously carried out with EJA students in state schools in the municipality. A class was opened, which initially had 39 students enrolled, which corresponds to 5.75% of the total number of enrollments on the Campus in the year.

According to the 2019 pedagogical project, it is a high-school technical professional education course, offered in an integrated way, in the evening shift, in face-to-face mode. The course lasts for three years, with a total workload of 2,750 hours, distributed among general training (1,200h), polytechnic core (200h),

professional training (1,000h), supervised professional internship or course completion project (250h). and complementary activities (100h).

However, after the start of activities in the class, there were consecutive cases of evasion. According to Azevedo and Lima (2011), the problem of school dropout in the country has been one of the biggest challenges faced by public education networks. In Youth and Adult Education, this reality becomes even more evident, not constituting an exclusive problem of the IFAM Campus Eirunepé, but present in all regions of the country.

The INSPER study “Public Policies for the Reduction of School Dropout and Dropout of Young People”, led by economist Ricardo Paes and organized by the Ayrton Senna Institute, Unibanco Institute and BRAVA Foundation (2017), revealed that at the current pace of interruption of studies, it will take 200 years to reach the goal of universalizing school attendance among young people aged 15 to 17, young people who are the target audience of EJA. The study also pointed out that evasion and abandonment generate an estimated social cost of 100 billion reais per year, which explains possible consequences beyond the school environment, since there are many losses generated for society and for the individual himself when this suffers a rupture in the formal learning process. Thus, the importance of the permanence of students in school is remarkable. The relevance of permanence is also supported by Freire (1979), who describes education as more than the act of teaching the mastery of reading and writing, but as training that results in an active posture of man in his context, generating reflexes positive in the life of the individual and in society.

At IFAM Campus Eirunepé, with the implementation of the first PROEJA class in 2019, school dropout became part of the class’ reality, demanding efforts to combat it.

IFAM’s Institutional Development Plan (PDI), effective from 2019-2023, also sets the goal of increasing academic efficiency, through actions such as reducing retention and dropout. Thus, the importance of the present study was justified, built from the following guiding question: what are the main factors that contributed to school dropout in 2019 in the 1st year class of PROEJA at IFAM Campus Eirunepé?

Knowing the reasons is an initial step towards understanding the problem and developing effective strategies for the permanence of students in the educational institution. Thus, the research aimed to identify the main factors that contributed to school dropout in 2019 in the 1st year class of PROEJA at IFAM Campus Eirunepé. The study also aimed to identify the percentage of students who dropped out in the 1st year class of PROEJA in 2019, to verify with individuals the existence of actions by the educational institution that could have contributed to their permanence and to provide information that may be used to understand and minimize the problem in the local context. For the teachers and the management team of the educational institution, this study became relevant as it enabled a better understanding of the subject, being the first study carried out within the scope of the IFAM Campus Eirunepé. It is hoped that this research of institutional, academic, economic and social relevance can serve as a starting point for the development of future research and actions, in order to contribute to the reduction of the exposed problem in the educational institutions of the municipality and of other localities.

Thus, this article is structured as follows: first, the introductory aspects are presented, covering the context, problems, guiding question, objectives and relevance of the research. Then, the theoretical framework discusses historical aspects of Youth and

Adult Education in Brazil, including the main legislation on the subject, the National Program for the Integration of Professional Education with Basic Education in the Modality of Youth and Adult Education and the Evasion in EJA. Subsequently, the technical-methodological procedures, the analysis of the results and, finally, the final considerations of the study are presented.

THEORETICAL REFERENCE

For the theoretical construction, a bibliographical study was carried out, contemplating books, articles, course conclusion works and websites, in addition to the current legislation that involves the subject, which includes the Federal Constitution, Law n° 9.394, of December 20 of 1996, which establishes the guidelines and bases for national education and Resolution Number: 1, of July 5, 2000, of the National Education Council, in order to address the issue more broadly by contemplating the legal aspects.

YOUTH AND ADULT EDUCATION IN BRAZIL

Currently, EJA is a modality of elementary and high school that aims to provide access to formal education and scientific knowledge to people who did not enjoy this right at their own age. Such modality in the country has distant roots that refer to colonial Brazil, where indigenous adults were targets of educational and cultural actions. The Jesuit priests founded the first elementary school in Brazil, where they taught religion and good living practices, with young people and adults as the largest learning audience (VIEGAS and MORAES, 2017). However, in the structured format in which we know it today, EJA was being molded from incisive actions in the 20th century.

In 1934, the National Education Plan was created, which provided for compulsory and free full primary education extended to adults.

This was the first plan in the history of Brazilian education that provided for specific treatment for youth and adult education. (STRELHOW, 2012, p. 52).

Until then, the practice of EJA did not stand out in an expressive way and the vast majority of the Brazilian population was illiterate, which reinforces the relevance of this act and subsequent movements in favor of education. From then on, adult teaching received more attention, as Xavier (2019) explains:

Adult education was constituted as a problem independent of popular education (in the sense of the dissemination of elementary education) and a theme of national educational policy; trend expressed by the creation of the National Fund for Primary Education (FNEP) in 1942, the Campaign for the Education of Adolescents and Adults (CEAA), in 1947, the Rural Education Campaign (CNER), started in 1952, and the National Eradication Campaign of Illiteracy (CNEA) in 1958. (XAVIER, 2019, p. 4)

CEAA emerged from the contribution of resources from the FNEP and operated through the SEA - Adult Education Service of the Ministry of Education. This service is considered relevant and pioneering when it comes to an adult education campaign at a national level. CEAA operated until 1963, after facing a series of difficulties.

In the early 60s, there was a new milestone in the history of EJA in Brazil, with the ideas of Paulo Freire and with the education and popular culture movements. According to Paiva (2003), it was a period marked by new ideas when it comes to education, where the prejudice against the illiterate is broken and the latter is seen as a capable and productive human being for the nation.

It is worth mentioning that, at first, adult education was conceived mainly with a view to qualifying the workforce for industry, a characteristic element of the new society that was developing at that time, "where its

main function was to train individuals to act as ‘ machines,’ without any critical sense” (NASCIMENTO, 2013, p. 14). Thus, the importance of Freire’s pedagogical model – considered one of the forerunners of adult education in Brazil – is emphasized, which stimulated, in addition to knowledge, critical thinking. Man, according to Freire (1967), must be the subject of his own history and education must prepare him for life, putting him in a position of self-reflection.

Freire (1967) realized more clearly that the process of educating adults must be differentiated due to its own characteristics. The set of elements that characterize the individual’s reality in their social, economic, cultural and family context, in addition to their life trajectory, end up exerting a significant influence on their learning dynamics, therefore requiring a work method consistent with reality. to be more effective.

Paulo Freire’s work became the guiding thread of several experiences involving adult education, among which it is possible to mention the Popular Culture Movement of Recife, the Basic Education Movement (MEB), the Popular Culture Centers of National Union of Students, among others. These movements saw education with the purpose of social transformation. However, they were repressed from 1964 onwards, with the advent of militarism.

During the military government, the Brazilian Literacy Movement – Mobral was created, which aimed to teach literacy and offer continuing education, limiting itself to teaching the ability to read and write. “Along with this idea, there was also recruitment of literacy teachers without much demand, seeking the idea that to educate an adult it is only necessary to be literate, without understanding the pedagogical method” (STRELHOW, 2012, p. 55). Mobral was finally extinguished in 1985.

In 1988, a new Federal Constitution was enacted, currently in effect. In it, free education is ensured as a subjective public right. Article 208 indicates that the State’s duty to education requires progressive universalization of free secondary education, which includes provision for adults. Thus, it is understood the duty of expanding opportunities for access to formal education.

With regard to regulation, an important milestone was the enactment of Law Number: 9,394, of December 20, 1996 (LDB). This law contemplates EJA as a modality of Basic Education, characterizing its target audience in Article 37 as “ those who did not have access or continuity of studies in primary and secondary education at their appropriate age” and reinforcing the duty of the Public Power to offer this modality free of charge, as well as to encourage access and permanence of workers in school.

The aforementioned law also provides in its article 4 that the provision of formal education for young people and adults must have characteristics and modalities appropriate to the needs and availability of its public, which is reinforced by resolution Number: 1, of July 5, 2000, of the National Council of Education, which ensures in its article 5 the consideration of situations, the profile of students, age groups and observation of the principles of equity, difference and proportionality in the appropriation and contextualization of national curricular guidelines and in the proposition of a model own pedagogy.

Thus, it is possible to observe that EJA in Brazil, until it became the current educational model, followed a long trajectory often marked by setbacks and prejudices, but also by achievements and breaks in social paradigms. Despite notable advances, it is still possible to improve the current scenario in order to contribute to the democratization of that asset that is so precious to a nation: education.

NATIONAL PROGRAM FOR INTEGRATION OF PROFESSIONAL EDUCATION WITH BASIC EDUCATION IN THE MODALITY OF YOUTH AND ADULT EDUCATION - PROEJA

According to information provided by the Ministry of Education (MEC) on its official website, PROEJA was initially created by Decree Number: 5,478, of June 24, 2005, with the aim of meeting the demand of young people and adults for the provision of technical professional education secondary level, initially based on the Federal Network of Professional and Technological Education. The program was expanded in 2006 by Decree Number: 5,840, of July 13, 2006.

The creation of the aforementioned program is also in accordance with the LDB, which in its article 37, paragraph 3, indicates that, preferably, there must be an articulation between youth and adult education and professional education. Thus, through this program, the community of young people and adults is offered the opportunity to continue their school studies while receiving professional training so that, at the end of the course, they will be able to exercise a profession in the labor market., in order to contribute to society and local economy.

EVASION IN EJA

The worrying reality of evasion is a common subject in EJA, which is “a complex teaching modality because it involves dimensions that transcend the educational issue” (STRELHOW, 2012, p. 49). isolated and in their interrelationships. According to the study “Complementary Aspects of Youth and Adult Education and Professional Education”, published in 2009 by the Brazilian Institute of Geography and Statistics - IBGE, 42.7% of EJA students who enrolled in Brazil did not

complete their studies, a significantly high number.

Regarding the concept, “the term school evasion varies its terminology in different contexts and regions, and can be called: evasion; leaving or dropping out of school, although it refers to the situation in which a student already enrolled stops attending school” (LIMA, 2013, p. 55). Silva (2015, p. 6) shares a similar thought, expressing that “school dropout is school dropout before completing a grade or a certain level in a teaching modality”. This premature termination makes it impossible to advance in studies, often causing frustration in both parts of that educational process – educators and students. Depending on the student’s reality, there are several factors that can contribute to the incidence of dropout.

The INSPER study (2017), after analyzing other studies and scientific evidence, identified fourteen reasons that contribute to young people’s school disengagement. Factors related to the context (outside the school environment) are access difficulties, special needs and accessibility, pregnancy and maternity, illegal activities, labor market, poverty and violence. The research also highlighted factors related to motivation (referring to the school environment), namely learning deficit, lack of practical meaning of the school curriculum, flexibility, quality of education, mistaken perception of the importance of education and emotional challenges.

In this sense, Silva et. al. (2019, p. 2) also identified factors external to the school environment by highlighting “family, economic and cultural difficulties, especially with work relationships”. The EJA public is formed in part by workers who employ their energy in their work activity, which reduces their time and disposition at the end of the day to start a study day or even carry out the proposed activities outside the classroom. In addition, part of this audience is also made up of people who have

family commitments that require the student's attention, such as the role of father or mother of the family. In these cases, formal study may not be a priority. The authors also highlight, in addition to factors related to the context, those related to the scope of the educational institution:

EJA brings, in its context, the individual's social reality as an element of interference in the teaching-learning process. Already advanced in age, obstacles in everyday life, such as the lack of schools close to their homes, the lack of time for work, generating fatigue, and also pedagogical practices outside the reality of adults, are elements that make the schooling process difficult. (SILVA et. al., 2019, p. 3).

It is noticed that the action of the student who interrupts the studies can have several motivations, which are often interrelated or appear cumulatively. That is, although isolated factors have been identified that contribute to the removal of the student from the formal educational environment, it is common for the student's reality to involve more than one of these factors at the same time.

More specifically, in terms of the scope of the institution, with regard to teaching practices, Silva et. al. (2019) highlight the importance of adopting strategies and actions aimed at the needs of young and adult learners. Often, when using methods that are out of touch with reality and disregarding the students' pre-existing experiences and knowledge, their real learning needs are not met. Personalized methodology actions aimed at the reality of the target audience are routinely addressed in studies on the subject:

The methodological practices organized for the teaching of EJA are speculated from the dynamics of pedagogy and not from andragogy. Thus, the teaching methods and strategies used to achieve the objectives of teaching young people and adults are often obsolete and outside the reality of people who have other educational and instructional needs, not just reading and writing. Andragogy, as a model for

EJA, is characterized by student participation and interest; for the flexibility of the contents and the assimilation of these students from the previous knowledge; by focusing on the process or knowledge; whether a certain subject will serve or not for their process of building social and cultural life, taking into account the specificities of each student, instead of emphasizing content with methodology and organization focused on a rigid curriculum. (SILVA et. al., 2019, pgs.11-12).

It is not the objective of this study to exhaust the causes that can lead to evasion, as that would be impossible. Each institution has its particularities, a social environment, and each individual has its own reality. Thus, there is a need to investigate in order to begin to understand the genesis of the phenomenon, each institution in its own context. Understanding the subjects' motives from a broader perspective is a first step towards reflection and the development of strategies that reduce negative numbers related to dropout.

METHODOLOGY

In order to reach the proposed objectives, a qualitative and quantitative research was carried out. Qualitative research is characterized by the use of qualitative data, aiming to study the experience of people and complex social environments, according to the perspective of the social actors themselves (GIL, 2019). A quantitative approach was also used for the statistical treatment of data.

As for the technical procedures, a field survey was carried out, which aimed to "gain information and/or knowledge about a problem for which an answer is sought." (PRODANOV and FREITAS, 2013, p. 59). The data collection instrument used was the application of a questionnaire with open and closed questions.

The first stage was characterized by the collection of data from the educational

institution, more specifically in the Coordination of Academic Records, on the final performance of the 1st year class of PROEJA at IFAM Campus Eirunepé in 2019 and on the subjects of the research, seeking to identify them. Proper identification enabled the next step to be carried out, which consisted of applying a questionnaire to obtain information that would enable the achievement of the proposed objectives. At this stage, contact was established with the students who dropped out of that class in 2019, with the exception of cases in which contact was not possible. Finally, the collected information was organized, analyzed and made available digitally.

During the research, all participants were approached following the safety protocols recommended by the World Health Organization (WHO), such as the social distancing, use of 70% alcohol and masks. Participants were also informed about all aspects related to the research by signing an Informed Consent Form, approved by the corresponding Ethics Committee, before responding to the proposed questionnaire.

RESULTS ANALYSIS

In the 2019 school year, Campus Eirunepé

had a single class dedicated to Youth and Adult Education, this being the first in its history, which offered the Middle Level Technical Course in Administration in an Integrated Form in the Education of Youth and Adults, linked to the Management and Business Axis, on the night shift. The total duration of the course is three years, divided into six academic semesters.

Thus, the first stage of the research consisted of collecting information from the Academic Registration Coordination of the IFAM Campus, with the objective of identifying the research subjects based on the performance of the class in the year 2019, which comprises the first of a total of three years, as already mentioned, or the first two semesters of the course.

This class had a total of 39 enrollments for the beginning of the first semester (2019.1). Of these, 16 dropped out, corresponding to 41% of the total number of students initially enrolled, which can be considered a high percentage, especially when dealing only with the first year of the course. In addition, other students did not have their enrollments cancelled, but were rejected due to absence, which reinforces the need for attention to the situation.

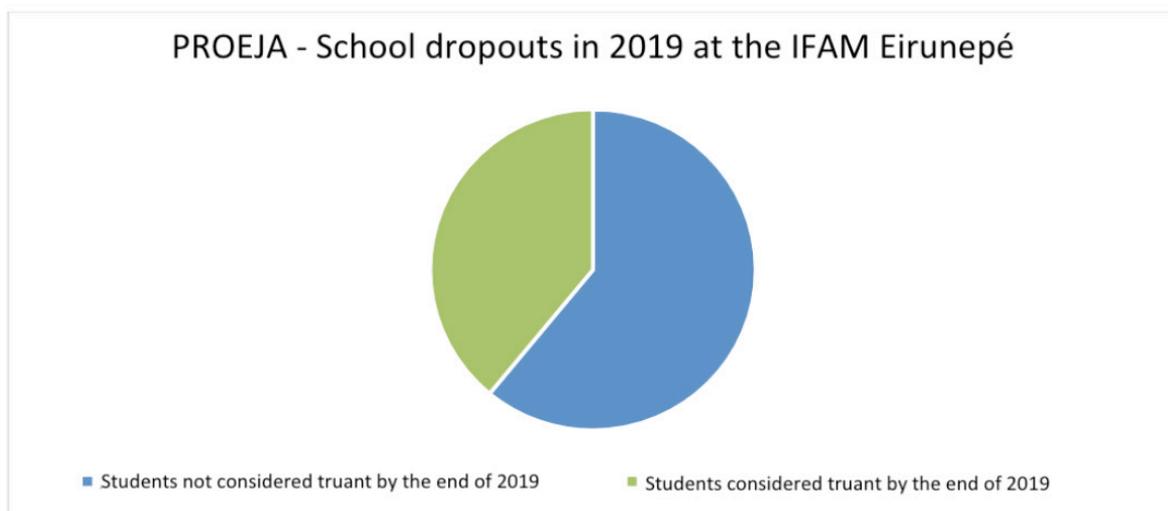


Table 1: School dropout in the PROEJA class of IFAM *Campus* Eirunepé in 2019

Of the 16 dropout students, 8 (50%) are women and 8 (50%) are men. Of the total, 3 (18.75%) could not be located, despite attempts by telephone, by visiting the informed address and requests for information from third parties, such as neighbors of the locality. 4 (25%) declined to participate in the research and 9 (56.25%) agreed to participate.

For a student to be considered dropped out, he must first express interest by enrolling in the institution. Thus, firstly, it was asked

what led the subject to choose IFAM and the PROEJA Administration course. Most answered that the main reason was interest in the course offered (55.6%). One third of the interviewees enrolled because they saw the situation as an opportunity to learn, expand their knowledge and, finally, the third reason reported was the quality of teaching, which also reflects the community's respect and trust in the institution.

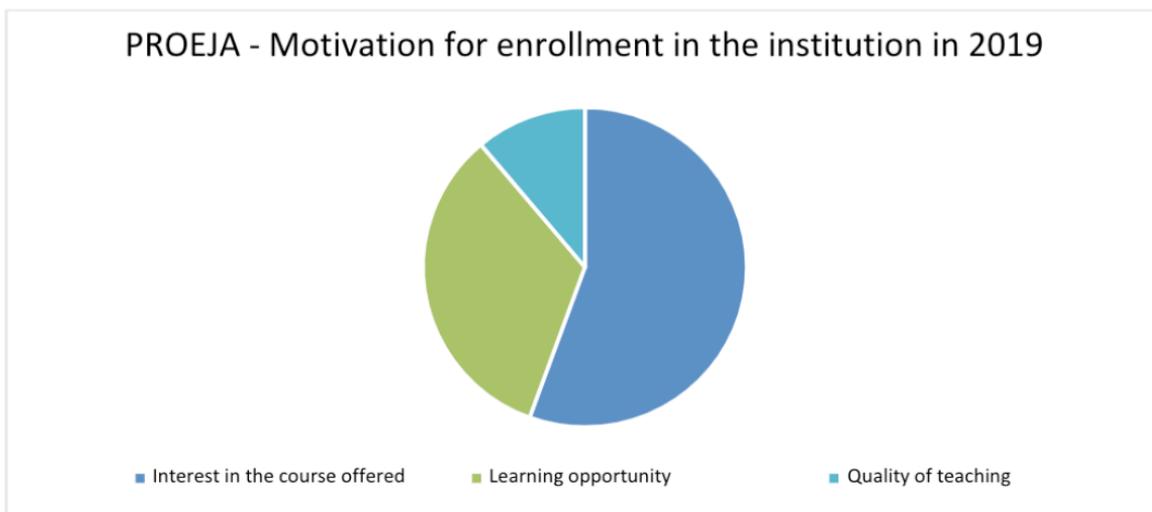


Table 2: PROEJA – Motivation for enrolling in the institution in 2019

After identifying what led the participants to enroll in the institution, considering the existence of interests and expectations from this, they were asked if their expectations regarding the course were met. More than half (55.56%) responded negatively, while a third responded positively. The rest (11.1%) were not able to answer because they did not attend the course.

Next, the central question of this research was asked to the individuals. After all, what reasons led you to stop attending PROEJA?

A total of seven reasons were identified. In this question, it was possible for the participant to indicate more than one factor

that contributed to the evasion, considering that the situation is often complex and may involve different elements. In these cases of multiple factors, they were asked to indicate the one considered as the main one. Most participants (55.6%) pointed to work as the main reason that led them to stop attending the course. Then comes moving to another location, indicated by a third of them as the second most decisive factor. The reasons identified were: work, moving to another location, difficulty in accessing the school environment, family obligations, lack of time to dedicate to studies, starting universities and changing institutions.

PROEJA - Factors leading to dropout in 2019 campus

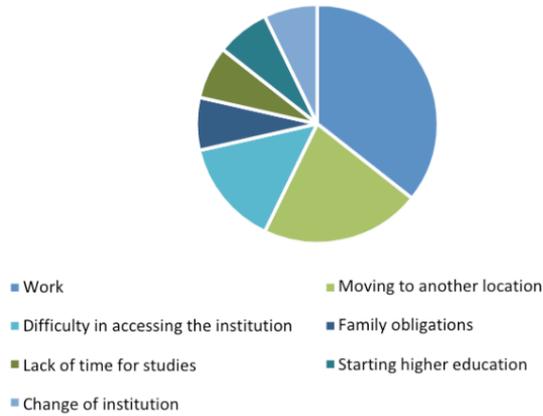


Table 3: PROEJA – Factors that led to evasion in 2019

Given the information collected, it was noticeable the predominance of factors related to the context (outside the school environment) for the evasion process. The research participants were asked if other reasons related to the school environment, such as unhealthy relationships with colleagues, teachers and other employees, difficulty in understanding the contents, distance between the studied contents and everyday reality or any other reason of institutional origin were determinant for them to stop studying at IFAM, but none of these factors was indicated. In addition, work and moving, in that order, were also the primary factors indicated by those who chose more than one option,

highlighting the influence of these elements in the decision to leave attend the course.

After identifying the factors that led to dropping out, the question was asked: “Is there anything the institution could do to keep you studying? If yes, what?”. The aim was, in addition to better understanding the individual’s situation, to capture possible ideas and suggestions from those who experienced the situation that could contribute to reducing the problem. After all, if that solution would be useful for them, it could be useful for other students who are facing the same difficulties and for people who will attend the course in the future.

Students who dropped out of PROEJA in 2019 who believe the institution could have done something for their permanence

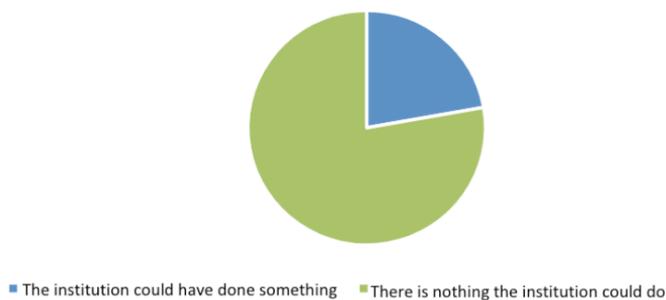


Table 4: Students who dropped out of PROEJA in 2019 who believe that the institution could have done something for their permanence

Most participants answered no (77.8%). The others who answered positively (22.2%) indicated two actions that would be essential for their permanence. The first concerns offering the course in another shift (morning or afternoon), which would provide new options and enable access to young people and adults who, for some reason, have difficulties or are unable to attend classes at night.

The second refers to assistance with transportation to hard-to-reach locations. It is known by the residents of the municipality of Eirunepé that much of the city lacks basic infrastructure, such as roads in adequate conditions for the transit of people and lighting. Certain areas further away from the city center pose difficulties for students to attend, either because of the large number of streets without adequate paving and with ditches that turn into rivers of mud after the rain, making traffic impossible, or because of the lack of security and public lighting on the

students' return journey, especially from the night shift. Thus, given the existence of student transport vehicles at the institution, assistance in strategic locations was suggested.

At the end of the identification of possible actions for the permanence of PROEJA students in the institution, they were asked if they intend to return to study in the future. Most (88.9%) answered yes. Once again, these subjects had their school trajectory interrupted, predominantly for reasons of force majeure, but they still harbor the desire to, one day, return to the classroom to continue this action that is so important to human dignity: the search for the fundamental right to education. Some even revealed that they were studying: one at another institution, considering it to be more accessible and compatible with their interests, and another at a universities institution, as they already met the necessary requirements to attend it.

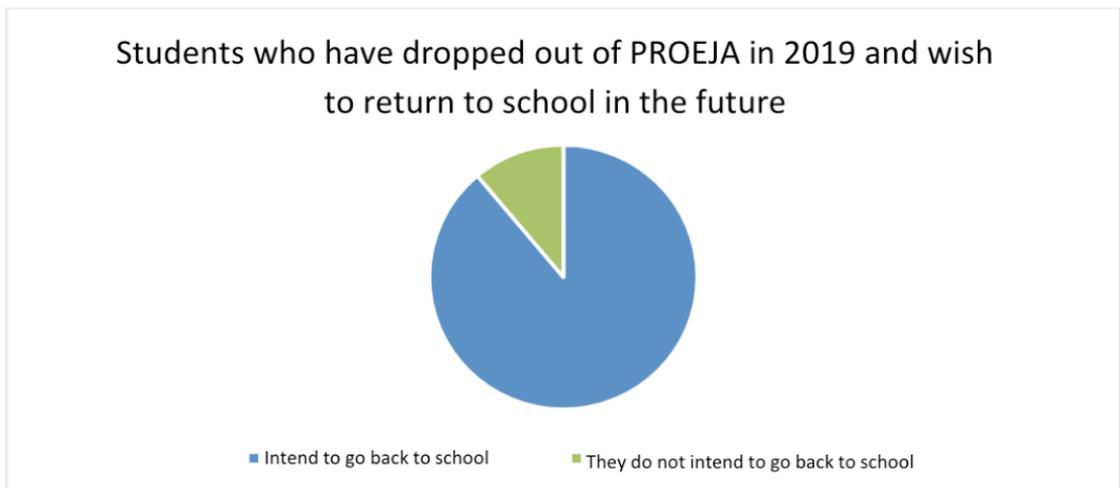
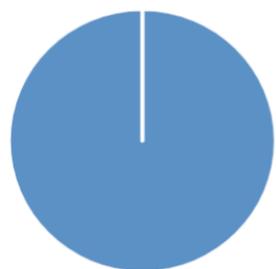


Table 5: Students who dropped out of PROEJA in 2019 who wish to return to study in the future

Finally, the following question was asked: “Do you believe that training at IFAM could

contribute to your job performance, help you get a job or attend universities later?”

Students who have dropped out of PROEJA in 2019 who believe in the importance of the education offered by IFAM



■ They consider important ■ Do not consider important

Table 6: Students who dropped out of PROEJA in 2019 who believe in the importance of training offered by IFAM

Regarding this question, all participants (100%) answered yes. Despite the different reasons that led them to leave their studies at that time, they all showed confidence in the institution's mission and respect for it, which for some years has carried out different teaching, research and extension work and changed the trajectory of many residents; some of these, relatives, friends, neighbors or acquaintances of the research participants. Thus, they saw how the work of the Federal Institute can make a difference in the lives of individuals and in the local context.

FINAL CONSIDERATIONS

The present study aimed to identify the main factors that contributed to school dropout in 2019 in the 1st year class of PROEJA at IFAM Campus Eirunepé. The reasons identified were: work, moving to another location, difficulty in accessing the school environment, family obligations, lack of time to dedicate to studies, beginning studies at a higher level and changing institutions, thus revealing a predominance of factors related to the individual's context and outside the school environment. The research also revealed the

permanence of the dropouts' confidence in the educational institution, where each one said he believed in the importance of training at IFAM for the performance of their work, to get a job or to access universities.

The research also aimed to identify the percentage of dropouts in the class and to verify with individuals the existence of actions by the educational institution that could have contributed to their permanence. The number of 16 students considered dropouts was found in a class with 39 enrollments, which represents 41% of dropouts in the first year of the course. Together with these students, two actions were collected that could contribute to their permanence and, consequently, to the reduction of evasion. The first concerns offering the course in another shift (morning or afternoon). The second refers to assistance with transportation to hard-to-reach locations. Thus, the set of information brought by the present study reached the last objective of the proposal: to provide information that can be used to understand and minimize the dropout problem in the local context.

Carrying out the research proved to be challenging, especially in the current pandemic

scenario. Eirunepé is still an interior with precarious internet supply for the community. Carrying out research depends a lot on the use of IFAM's computer labs, which offer a slightly better connection. However, with the restrictions and security measures necessary during the pandemic, access to the institution was limited and the research was interrupted, both in its bibliographic study phase and in the application of questionnaires, as a precaution, aiming at the health and integrity of the participants. Even after resumption, it was challenging to establish contact with all subjects. Despite visits to the addresses provided, calls to telephone numbers and even inquiries to third parties such as neighbors, not all of them were located. Some, after much searching, were finally found and others, after being contacted, did not accept to participate. In the end, most contributed to the research and finally the necessary information was collected.

However, despite the mishaps, all work dedicated to education, inside or outside the classroom, proves to be rewarding. Almost all dropouts showed interest in resuming their studies in the future, some have already done so. This represents hope for teachers and friends who, at some point, participated in the academic trajectory of these subjects and had the opportunity to learn about their unique personalities and their life experiences. For the various reasons already explained, they again had their studies interrupted, but one day they intend to go back to school. Despite the great importance of the life knowledge brought by these subjects – after all, knowledge does not exist only within educational institutions – formal education is still the main tool for social transformation available. The interest in studies is paramount, as well as the offer in different modalities, which guarantees access to education as a fundamental right guaranteed by the federal constitution.

This research revealed that, despite the public offer of education, not all people have equal access conditions, especially when it comes to young people and adults. Many of these have responsibilities for their own support or even for the support of the family, making this their priority to the detriment of studies, in addition to other family responsibilities, lack of time and even basic access conditions, such as roads in conditions for traffic, lighting and public safety. It is up to educational institutions, as holders of planning and decision-making power, to know the reality of their students and outline strategies that will be effective in combating the dropout problem, aiming not only at equality, but especially at equity.

Finally, the present study constitutes an initial source of information regarding this complex topic within the scope of the IFAM Campus Eirunepé. As a suggestion for future research, it is proposed to monitor evasion in PROEJA classes in subsequent years. A relevant survey would also be to listen to current students in the classes, in order to collect strategic information for reducing dropout and establishing preventive actions. Get to know their reality personally, mapping those with greater access difficulties or who have other special educational needs. Finally, the study can be continued with the teachers and employees who work with these classes, after all, the best understanding of the theme will come from knowing the reality of individuals and also from both sides of the educational process, which involves the student and his teacher, as well as the other employees involved in the process.

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