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EXPERIENCE IN PUBLIC PARTNERSHIPS IN THE EXECUTION OF PROGRAMS AND FORMATION OF EDUCATORS IN EJA POLICIES IN ELEMENTARY SCHOOL IN THE MUNICIPALITY OF ARARAQUARA

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Abstract: The Brazilian Constitution of 1988, regulated by the National Education Guidelines and Bases Law (Law 9394/96), guarantees the right to those who have not had access or continuity of studies in elementary and high school, at their own age. The city of Araraquara, in the state of São Paulo, since 2001, has been developing a “Sister Edith” adult literacy program (Neja), a specific municipal school for EJA, based on the analysis of the notes made in the monitoring and collection of data from the data Classes in the EJA classes, in the first half of 2014, carried out by local UNESP scholars, accompanied by a historic survey of this program, a bibliographic research, as well as the legislation relevant to EJA. The historical process of implementing this program in the municipality of Araraquara were found. It also offers us subsidies to evaluate the advances, with the evolution of enrollment, concentration of search for age/series and region of the city, dropout rates and school approval, among others, as well as the main obstacles, such as heterogeneity of the clientele. The factors that motivate the demand for EJA are currently different from those who traditionally sought them because of not having access to their own age. There are people who seek him for the new demands of the labor market as well as young people who meet an alternative penalty under assisted freedom.

Keywords: EJA policies. Advances in teaching. World of work. Public partnerships for EJA.

INTRODUCTION

Youth and adult education in Brazil, whether formal or non-formal, has always been present in the history of Brazil. The works of DI PIERRO; HADDAD¹ (2000) and DI PIERRO; RIBEIRO² (2001), LIMA NETO; WHITAKER³ (2010), Among others, they show us in detail actions aimed at Youth

and Adult Education in the various times of the history of Brazil. In the colonial period, aiming at the catechization of the native peoples, the Jesuits were the pioneers in performing an educational action with young people and adults. This first experience concludes in 1759, when the policies of the Marquis of Pombal, inspired by Enlightenment ideas, puts an end to educational work in Brazil, developed via Catholic religion. After independence, in the first Brazilian Constitution (1824), we observed the guarantee of the right of education of adults. Although this signaling of the legal text, in practice, little or almost nothing was done in this regard. At the end of the empire the Brazilian population still had 82% of its illiterate population. In the first Republican Constitution (1891), due to federalism, the responsibility of basic education was decentralized, with the provinces and municipalities responsible for this task.

The 1920 Census, held 30 years after the establishment of the Republic, indicated that 72% of the population over five years illiterate permanence. In the Vargas period we observed some advances, with for example the creation of Inep, in 1938, and the institutionalization of the National Primary Fund in 1942. And in 1947, the SEA (Adult Education Service) was created. At this time also, in parallel the action of the public power, the Catholic Church creates the Base Education Movement. Other movements also occur in this sense, such as the Popular Culture Movement, the Centers of Popular Culture and, in 1964 the Ministry of Education, under the inspiration of Professor Paulo Freire, launches the National Adult Literacy Program. In 1967 Mobral was created and in 1971 the implementation of supplementary education with the promulgation of Federal Law 5,692, which reformulated the first and second degrees teaching guidelines.

In this small introductory historical account we observe that the practice of educational action in relation to young people and adults, either by the initiative of the public power or other initiatives, were always present, but no deed in the institutional ground was more important for the education of young adults than the conquest of universal right to free public elementary school, regardless of age, enshrined in article 208 of the constitution of 1988⁴, and regulated by the new LDB 9.394⁵, approved by the National Congress in late 1996. This legislation makes the duty of inclusion of young people and adults in education is a duty of the state⁶.

We observed in the history of education in Brazil that there were several educational actions, as well as legislation to establish guidelines for youth and adult education policies (EJA) in Brazil, including the fight against illiteracy. This finding cannot disregard that the legislation devoid of sufficient state resources for the State so that the universal service target of this specific public is not sufficient. This is perhaps why there was room for actions of private entities (whether confessional, or non-governmental private associations) act in parallel in EJA policies.

In the specific case of the Municipality of Araraquara, until 1998, the Municipal Secretariat of Education offered only Early Childhood Education (day care and preschool), leaving the state to attend the entire elementary and high school, including EJA. With Municipal Law No. 4938/97(7), Which legalizes and establishes the process of municipalization of elementary school in Araraquara, state schools Rafael de Medina, Olga Ferreira Campos and Hermínio Pagoto are managed by the municipality. This fact causes the municipality that once worked only in early childhood education, gradually acts in elementary school, expanding its school system, either through the process of

municipality of elementary school, by the instrument of celebration of agreement with the State Secretariat of Education of the State of São Paulo, assuming the management of once state schools, either by the construction of new schools through the use of Fundef's financial resources, today FUNDEB (8). This new reality also makes that the municipality starts acting in the first four grades of elementary school, including eight EJA classes.

In addition to the performance of the municipality in EJA-Ensino, parallel actions of other private entities, such as SESI, with its literacy and telecurso program, among others. It is essential to mention the performance of a non-governmental organization, called Proeaja(9), marked by voluntary work, based on federal law 9608/98(10), In an educational project of popular adult literacy, with the objective of the eradication of illiteracy in the municipality, in the first decade of this millennium. It is then observed, until 2001 that there was no joint action between the public power with other entities that had the same objective. After 2001, through the signing of an agreement between the City Hall of Araraquara and Proeaja, there was a Division of tasks. The City Hall, through its Municipal Secretariat of Education, continued to work in the elementary eja-tender mode and, in 2007, creates a specific school for this-the Youth and Adult Education Center (NEJA).

OBJECTIVES

In this paper we will analyze both the results of the joint action between a public university (UNESP de Araraquara) and the Municipal Secretariat of Education of Araraquara, with the purpose of training teachers from EJA, through the PIBID program (11) as well as the partnership of the City Hall Municipal of Araraquara and Fundunesp¹², with the purpose of pedagogical formation of the literacy students of the MOVA-

ARARAQUARA program (linked to the program of MEC-Brazil Literate).

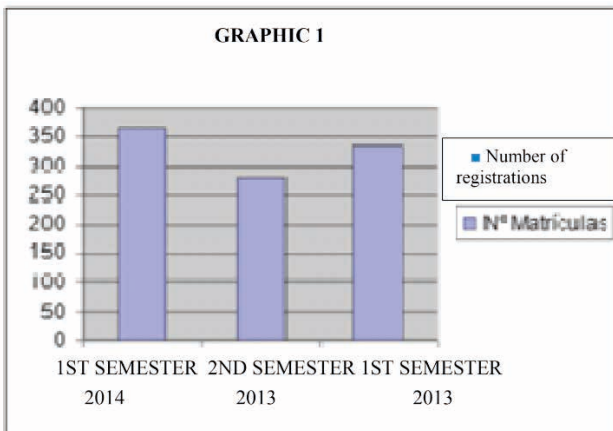
The analysis of the MOVA program will be through the data collected in the Brazil Literate Program in Araraquara. Data from the PIBID-EJA Program were collected directly at the EMEF Neja Secretariat “Sister Edith”, where the pibid scholarship holders work. After collection will be listed the obstacles to the development of this program as well as the possibilities of advancement.

METHODOLOGY

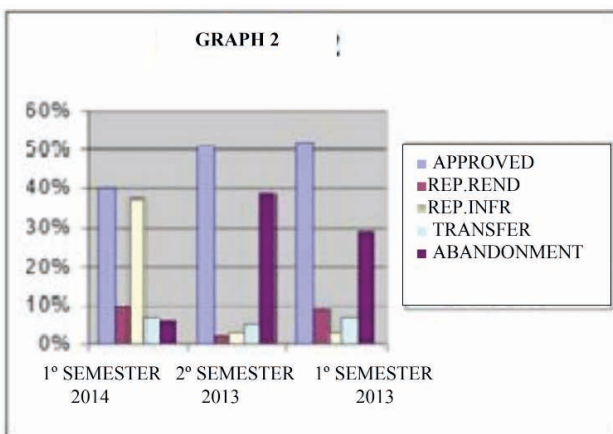
We adopted a combination of quantitative and qualitative research methods, which provided subsidies for the analysis of data obtained at the school’s secretariat, and also through notes and reports of classes accompanied in EJA classes during the first half of 2014, collected in the participation From the PIBID-EJA Program, at the Youth and Adult Education Center (Neja)-“Sister Edith”, in Araraquara. After this collection, the data were interpreted and compared to those of 2013, observing the hits and misunderstandings in the historical process of implementing this program. In this interpretative analysis we seek to confront the perceived reality with the proposals signaled in the guidelines established in the legislation in force, specific to EJA, and the development of the pedagogical proposal.

RESULT OF QUANTITATIVE DATA GRAPHS RELATED TO EJA DATA

We synthesized the quantitative data researched, which pointed to the evolution of the number of enrolled, approved, failed by performance, failed by frequency, transfer and dropout. This data is contained in the charts below.



Graphic 1. Number of enrollments between 2013 and 2014



Graphic 2. Course Conclusion Statistics for the years 2013 and 2014

CONSIDERATIONS ABOUT THE GRAPHS:

A) ADVANCES:

- There was an increase in the number of enrolled in 2014, both in the first semester and in the second, showing that there is a growing demand from students who return to academic life through EJA.
- There was a significant decrease in the number of evaded in the first half of 2014 compared to the two semesters of 2013. It can be raised as a hypothesis of coinciding with the beginning of the school’s partnership with PIBID.

B) OBSTACLES:

- a) There is an alternation of percentages of failure for income, and in the first semesters of 2013 and 2014 the rates were higher than in the second half of 2013,
- b) There was a significant increase in infrequent in the first half of 2014 compared to the two semesters of 2013,
- c) There was a decrease in the percentage of approved in the first half of 2014 compared to the two semesters of 2013.

Obstacles in qualitative analyzes are also listed when observing the heterogeneity of the clientele demonstrated in the data collected on the origin of the students, where it was found that the demand for enrollment for EJA is no longer restricted to adults who had no access to their own age, But there is a diverse audience, both in the age group and in the motivating factor to look for EJA, and may vary from adults who were pressured by the labor market to increase schooling, even young people who meet an alternative penalty under assisted freedom.

We conclude that there is a growing tendency to look for EJA in the municipality of Araraquara, especially for the final grades, and there is an advance in actions that encourage the student's permanence in school and decrease evasion, however, it is necessary to rethink pedagogical policy To decrease failure, either by infrequent and dropout and by use, and offer diverse methodologies to serve an audience that is no longer only the adult out of age/series that returns to school life.

TABLE REGARDING STUDENTS APPROVED UNDER THE MOVA AND BRAZIL LITERATE PROGRAM FROM 2008 TO 2011

The table below includes the number of enrolled, number of rooms and total approved

in the MOVA-ARARAQUARA program (linked to the MEC Program-Brazil Literate), from 2008 to 2011.

YEAR	Enrolled	Qtde Rooms	Total approved
2011	427	35	173
2010	381	31	195
2009	349	25	54
2008	441	31	23

CONSIDERATIONS ON THE TABLE

a) As it can be seen, there is a "jump" in the total of approved in 2010 compared to previous years, as well as an increase in the number of adults enrolled in the program, which came at a descendant rhythm.

b) We observed that between 2007 and 2013 (cycles 2008 to 2012) 1993 students were enrolled, but only 445 were literate, equivalent to 22.3% of enrolled, mobilizing an average of 30 literators and 4 coordinators per year. It is noteworthy that scholars who work as literacy teachers in the 2012 cycle are between 21 and 60 years old and most have higher education

FINAL CONSIDERATIONS

In 2010 (Cycle 2009), the Araraquara City Hall partnership with FCL/UNESP/ Araraquara through Funduunesp with the objective of performing the initial and continued formation of literacy teachers and coordinators of the MOVA-ARARAQUARA program, in partnership with the MEC Literate Brazil Program. Through this partnership, training work has been done that encompasses both initial training, carried out through semiannual planning, and continuing education, which occurs through periodic (usually monthly) meetings and visits to the classrooms. This partnership can be explained

as the positive factor that helped provide better training to the literacy scholarship of this program, reversing the negative results observed so far.

Nevertheless, analyzing the numbers, we can conclude that mathematically it would be necessary to literate an average of 1000 adults/year so that in 6 years it will fully “eradicate” illiteracy in Araraquara. This goal would not be feasible since a part of these illiterates may not have conditions or interest in studying (for health or other reasons, especially due to the lack of concrete need to know how to read and write). However, a 50% reduction in the number of illiterate would already be an extremely socially relevant result. If we look at the average of recent years, we see that the number of people who come out of this program is approximately 1/4 of the enrolled/year.

This shows us that there is a need to enroll 2,000 students/year, that is, increase approximately 30 to 140 classes/year, considering that the mortality, migration and functional illiterate factor that the continued progression system of the network is League are not accounted for.

In 2013, the Araraquara City Hall, through its Municipal Secretariat of Education, offers two schools (among them the Neja, already mentioned in this paper) to participate in partnership with UNESP local of the PIBID-EJA program. The graphs presented in Section 2.1 of this work shows us that although there are numerous obstacles, the partnership provided significant results regarding the elaboration of a diagnosis with scientific patterns which was used to reorient actions for the purpose of improvement of results.

These two experiences conclude us that partnerships between public power and universities, through their training programs, help to improve quality in teaching well with the management of their educational policies.

If there will be financing and structure for the continuity of these partnerships we do not know. However, we positively evaluated the result of the historical process that culminated in the establishment of partnerships between public power, university and NGO for joint actions. These actions must continue to be guided by statistical data and training resources that the education sciences offer us. It is worth noting that the fight against illiteracy and the advance in EJA policies must not only occur by the voluntarism of philanthropic, assistance and religious entities, without the scientific rationality that is the “compass” guiding action. After all, illiteracy and low education is a problem of the educational area, but it is also the result of the economic development of a region, as well as reversing this development, enhancing this process.

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