

Student profile of youth and adult education of the city school of Pombal- PB

Perfil do aluno da educação de jovens e adultos do ensino médio do município de Pombal – PB

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ABSTRACT - The present work aims to discuss the problem of the Education of Young People and adults in the context of the municipality of Pombal - PB reflecting on some of the factors that have prevented these young people and adults complete their studies on correct age. In view such considerations, the study aims to analyze the relationship of the EJA learners with the world of work, in order to discover through the profile of these students what are the real reasons that led them to leave and then return to the classroom. Thus the study was developed in distinct stages, namely: Study on the said topic, research and application of questionnaires with the middle school students of the School Monsenhor Vicente Freitas and School Arruda Câmara, located in the city of Pombal-PB. When analyzing the sample of individuals, was identified three distinct profiles: the first by young people who have never had interrupted their studies more who have had failures and now joined the EJA to complete the middle school with the lowest index of distortion of series/age; the second by adults who had interrupted their studies for any reason (work, marriage or pregnancy) and that are back-to-school with the aim of ending the middle school and even join a faculty in the perspective of a professionalization, and the third by young people who had interrupted their studies without apparent reasons or due to lack of incentive or by lack of interest. This work intends to collaborate with the development of the student of the EJA in Pombal Square through the junction of the EJA with the Solidary Economy, looking to improve on each learner group work and awakening solidarity.

Key Words: EJA, Work, Solidarity Economy.

RESUMO - O presente trabalho busca discutir a problemática da Educação de Jovens e adultos no contexto do município de Pombal – PB refletindo sobre alguns fatores que impediram que esses jovens e adultos concluíssem seus estudos na idade correta. Tendo em vista tais considerações, o trabalho tem como objetivo analisar a relação dos educandos da EJA com o mundo do trabalho, no intuito de descobrir através do perfil desses alunos quais os reais motivos que levaram a abandonar e depois voltarem à sala de aula. Assim o estudo foi desenvolvido em etapas distintas, a saber: Estudo sobre o referido tema, pesquisa e aplicação de questionários com os alunos do ensino médio da Escola Monsenhor Vicente Freitas e a Escola Arruda Câmara, localizadas na cidade de Pombal-PB. Ao analisar a amostra de indivíduos, foram identificados três perfis distintos: o primeiro por jovens que nunca interromperam os estudos mais que tiveram reprovações e agora ingressaram na EJA para concluir o ensino médio com o menor índice de distorção de idade/série; o segundo por adultos que interromperam os estudos por algum motivo (trabalho, casamento ou gravidez) e que estão de volta a escola com intuito de terminar o ensino médio e até mesmo ingressar em uma faculdade na perspectiva de uma profissionalização e, o terceiro por jovens que interromperam os estudos sem motivos aparentes seja por falta de incentivo ou por falta de interesse. Este trabalho pretende colaborar com o desenvolvimento do aluno da EJA no município de Pombal através da junção da EJA com a Economia Solidária, buscando aperfeiçoar em cada Educando o trabalho em grupo e despertar a solidariedade.

Palavras-chave: EJA, Trabalho, Economia Solidária.

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INTRODUCTION

Educating Youth and Adults (EJA) is a teaching that came with the purpose of repair or remedy the lost time by those who for some reason have not had the opportunity to complete their studies on time, either by offering regular vacancies, the adequacy of the education system or even a lack of socioeconomic conditions, thus making it impossible to stay in school.

Therefore, this concept is geared to the characteristics of the subject in which it is designed or specified: are men and women, workers who are employed or unemployed, or even searching for their first job, a lot of times are cultural subjects and marginalized from the educational sphere to socioeconomic. With that become deprived of access to literacy and social goods. These are people who have a longer schooling because the number of repetitions and interruption during student life.

Despite all around factors that end up marginalizing learners of this type, they bring with them more than important values to your training, experiences that lived well in practice even before studying the theory. So says Arroyo:

These differences may be richness to the educational. When the speakers talk about different things, the dialogue is possible. When only the masters have to say is just a monologue. Young people and adults carry the conditions of thinking their education as dialogue. If all education requires deference by its interlocutors, teachers and students when these contacts are loaded with young and adult tense experience, this importance should have a special educational significance. (ARROYO, 2006 p.35)

The decision to return to school by students of EJA is not easy, since they have to face excessive daytime working hours and overnight study, with so many sacrifices and difficulties, many of them fail to remain in the room classroom. For both the classroom should be a welcoming place, facilitator, so that students feel like stimulus and what they are doing and even freeing them from the routine day-to-day. For this to occur it is necessary that this form of education has a curriculum targeted the needs of youth and adults working in the classroom generating issues they experience in their daily lives, living another important assumption is the relationship between teacher and student because the teacher could have a very well grounded in order to achieve transmit concisely and clearly content to the student as well as having the patience to understand the difficulties and particularity of each student pedagogical basis.

According to Brasil (2006) the worldview of a person who returns to the studies as an adult, after a time away from school, or even one that starts their school career at this stage of life, is very peculiar.

It's possible to say, that these students return to their school life can bring great life experiences that will support your training.

Considering that the EJA is a viable to repair the damage caused by society itself incapable of delivering enrolling and staying in school at the right time, it is accepted as an alternative that the public suffers from discrimination, shame, fear and prejudice, affecting it psychologically, what comes to affect the yield and increase the thought of withdrawal (VIANA and SOUSA 2012).

The student profile of Youth and Adult Education in turn, is considered very heterogeneous, as they present rate of dropouts in the classroom, number of repetitions and low prospects, it often becomes a generator of exclusion that marks the young throughout your life. In this perspective some aspects when studied, observed tends to show the reality of the school and the student such as motivation, learning, fashion management, truancy, and historical perspectives (SOARES, 2007).

According to the document that governs the Base Program Professional Education Integrated Basic Education Modality in Youth and Adult Education (PROEJA):

The EJA works with individuals marginalized by the system, which have attributes as a result of some additional factors as they are from the Maroons, indigenous, blacks, peasants, unemployed and informal workers, among other representatives of the Brazilian society promotes them as socially disadvantaged population economically and culturally (BRASIL, 2007).

Several discussions about this topic are consistently found in the literature, one of the important aspects to be analyzed would be citizenship and human rights inherent to these young people and adults who in one way or another return to the classroom. In this sense, some factors need to be analyzed to have a better development of the students. According Scocuglia (2010)

The idea is intentional: critically attend to the concept of citizenship, dynamically incorporate the theme of civic education curricula EJA, encourage dialogue, exchange and cooperation with NGOs and citizens movements; strengthen surveillance of citizens organized the commitments made by national states. As major obstacles to the exercise of citizenship, are: the privatization of citizenship against public insecurity, the majority of the population excluded the existence of a culture of authoritarianism, clientelism and disenchantment with politics, mutual fear between government and civil society the predominance of vertical and pedagogy "bank"; mentalities and conservative groups (SCOCUGLIA 2010, p.24)

EJA and Work

The EJA is related intimately linked to the world of work, as many of the students of this sport who returned to school were instigated by the labor market in recent times has been demanding a professional qualification, i.e., there is an added dimension in that aspect, because this helps in improving the lives of the population that was once excluded giving the prospects of inclusion. Thus, the work turns out to be an educational principle. In short, according Scocuglia (2010) Education for Youth and Adults linked to the work reveals itself as crucial to articulate the demands of economic development and social equity route.

As Brazil (2007):

The purposes of EJA go beyond the initial literacy processes, seeking to form individuals capable of appropriating multiple languages in society and establish a dialogue between them and their experiences of living and working. This is a conception of education that takes place throughout life, since it was emphasized in Article 3 of the Declaration of Hamburg, which argues that adult education encompasses the entire process of formal or informal learning in people regarded as adults develop their abilities, enrich their knowledge and improve their technical or professional qualifications, directing them to satisfy their needs and those of their society (BRASIL, 2007).

It's possible to think about an answer the following question: What school means to these young people and adults who have returned to the classroom? It is important to realize that the school for them to distinguish different perspectives, for some means beginning, transformation; for others, continuity, personal fulfillment, and so each one returned to school for favorable reasons on which it is more important for each student had a reason to be back in the classroom.

The Solidarity Economy in turn would have a key role in shaping the EJA, because that would be a viable alternative work where professionalism and teamwork, leveraging prior knowledge acquired by each learner and turning them to their development. According Gaiger (2008) Solidarity Economy gains relevance by engaging various social categories and contain various forms of organization, eliminating the structural mechanism that separates and contrasts the processes of production, management and ownership. For Atlas (2006):

Can be considered Solidarity Economy as any self-managed economic activity for their workers in solidarity, taking into account the cooperation, self-management, economic feasibility and solidarity in a

complementary way, although they can be studied and understood separately as different category (ATLAS, 2006) .

In this sense, the Solidarity Economy seeks to generate income, and also above all has the principle of aggregation of values, seeking to enhance the individual action projects that promote human values through collective ventures. Those interests based on the assumption of self-management, where everyone has the opportunity to provide feedback and manage your solidarity venture thus Mothé (2006) argues that self-management is a process of democratic organization that gives primary weight to direct democracy. To Albuquerque (2003) the exercise of shared power, which qualifies the personal relationship between individuals or groups, regardless of the types of organizational structures or activities, by intentionally express more horizontal social relations. Namely, that democracy is when citizens have the power of decision in direct meetings on the inserted project.

With the industrial revolution Brazil and the world has undergone major transformations in the labor market process, initiating a process of skilled labor so workers requiring a professional qualification. With this advancement there has been a considerable increase in the means of production.

Nowadays the qualification has become something much required in the labor market. With so many young people and adults who had distanced the school were forced to return to the classroom in search of qualification, because even for professions which was well before required much less, or even not required schooling, today these need a minimum of training possible, thus imposing people to seek proper training.

The EJA became the most viable means for this qualification by presenting a "professional" curriculum and to occur in a shorter period of time related to regular education.

Thus, this study aims to analyze the relationship of the students of the Young Adult Education with the world of work in order to discover by studying the profile of these students what the real reasons that led to leave and then return to classroom but also investigate whether there are among these young people and adults who exercise Solidarity Economy.

METHODOLOGY

The survey was conducted in two schools in the state schools, the School Monsenhor Vicente Freitas and Arruda Câmara located in the municipality of Pombal-PB. To collect data it was used questionnaires with objective and subjective questions, enabling students to justify the response for each question. The survey was conducted in August 2013, through collection of opinions of individual and voluntary basis within the classroom. The research took place with students of 1st, 2nd and 3rd grade of secondary education in the form of Youth and Adult Education, night shift. The sample consisted of 84

participants aged between 15 and 60 years in which the questionnaires were administered.

The job Parameters defined were: interruption of studies, academic aspirations, learning, cause that led the student to study at night, work and profession, the reasons why he returned to study, participation in community organizations (associations, cooperatives and solidarity enterprises), gender, age, amount of children, perception of the teacher, like the studies, incentives from parents or peers and school management.

RESULTS AND DISCUSSION

The population surveyed 28% of respondents are attending the first grade of high school, 33% to second grade and the other 39% are completing high school.

According to Table 1, it's possible to see that the number of women who are in the classroom is about 10% greater than the number of men, this is due to a small participation of women in the labor market in relation to man. Although school present as kickoff for qualification for the job, it is in turn fails to attract many workers, especially men because they have an excessive workload during the day, having no willingness to face in a classroom night shift.

Women turn mostly performing domestic work in their own residence obtaining thus has greater willingness to attend school at night. The percentage of 45.2% of men in the classroom although still lower than that of women, shows a considerable increase over years ago. It represent a percentage in which they return to that environment for professional qualification in view that the labor market in recent times has become very competitive and requires skilled labor that occurs because of the highly educated / or specialization that is charged in the job market today

Table 1: Distribution of the sample according to gender

Sex	%
Male	45,2
Female	54,8

It is observed in Table 2 the age distribution Youth and Adults who are included in the classroom. It is noticed that 50% of the sample are aged 18-25 years old. Many of Young Adults and inserted in this age group are people with a high degree of family responsibility, since according to Table 5 over 50% are fathers and mothers of families, although only 27% of those being married as shown in Table 3 . This perspective shows that the labor market is one of the preponderant for entering this public classroom factors, since they are young people who are starting a process of professionalization in search of a job in the labor market and hence the stability financial

Age group / years	%
15 a 18	14,3
19 a 25	50,0
26 a 35	21,5
36 a 50	13,0
Over 50	1,2

The marital status of these students speaks volumes about this reality because also according to table 3 over 50% are single, thus presenting a greater ability to attend the classroom, the main impediment to work, because according to table 4, 65.5%, are currently in the job market, and of this 54.4% are male and only 44.6% are female.

Table 3: Distribution of the sample according to marital status

Marital Status	%
Single	52,4
Married	27,4
Separated or Divorced	7,2
Others	13,0

Despite observing a high number of employees in Table 4, it appears that only 9% work with signed, or enjoy direct as FGTS, vacation, holiday and third thirteenth salary. 55% are informal workers, lack stability and much less rights and benefits and the other 35% are self-employed. Various professions were found between respondents mechanical, packer, sound, Electrician, Cook, Technical express services, Nanny, Clerk, Community Health Agent, Secretary Hairdresser, Icing, servant of work, professor of cultural dances, receptionists, artisan, Merchants and Housewives.

Thus, it is observed that the relationship with the world of work is something that still longs for most of the target audience, they seek in the classroom right and opportunity to grow professionally and provide public contests to settle once the market work, thus ensuring better to live in old age retirement

Table 4: Distribution of the sample according to the working relationship

Job Market	%
employees	65,5
unemployed	34,5
In relation to gender	
Male	55,4
Female	44,6
Job Situation	
Signed Document	9,0
Informal	55,3
autonomous	35,7

Those who are in the labor market to the majority is male, despite having the lowest percentage rate in the sample held in relation to females, this may explain why women's participation in the classroom is greater than the men (Table 4) .Although women had won a place in the labor market in recent years, there is still a large discrepancy in relation to man. In this sense this reality can be the cause of other factors such as, for example, maternity, where in Table 5 shows that 53.5% of the target audience have children. And 41.6% are related to maternity and paternity only 11.9%.

Table 5: Distribution of the sample according to their children

Children			%
	Male	Female	
Have children	11,9	41,6	53,5
Don't have children	34,5	12,0	46,5

Most students interviewed interrupted their studies for some reason. It is observed in Table 6 that only 15.5% never interrupted their studies. Of those who stopped studying at the right age 19.6% had needed a reason to work and help the family, so castrated of their right to education.

Although education is subjective right and duty of the state to provide free and gives conditions for stay in the classroom, many of these students did not have this privilege, being forced to choose between work and school, and the situation in which they were not choice exist, work spoke louder, it was something necessary for their subsistence.

The EJA order to come up with this opportunity gives those who could not study at the right time. More also aims to create opportunities for young people who fall in the labor market too early and can work during the day and study at night.

Another situation that led to withdrawal of the classroom was the marriage 18.3% were married early and had to leave once their studies, since the responsibilities would be much higher, followed by pregnancy which holds 16.9%. Women in turn had it as a hindrance factor and many pregnant too early, making it impossible to attend school because they would not have with whom to leave their children, and stop studying for that aspect also had to leave work to care for the child chargeable to the husband the responsibility of family income, thus making it impossible to attend the classroom, because even if I had the opportunity to be there, could not have good income, the strain caused by the occupations of the day-to-day .

The lack of opportunity also present as one of dropout factors, 4.3% of respondents said they did not study for not having the opportunity to get to school, because they live in a rural area and do not have transportation to locomotion is that if you enter the responsibility of the state towards this audience, lack of access to the classroom.

Another 40% had other reasons such as travel, lack of encouragement and even lack of interest, this can be due to not having growth prospects related to studies at the time, most returned to school today with a look completely open to new reality, staring hard the importance of education and training in the life of human beings.

Table 6: Distribution of the sample according to the reasons that stopped studying

Interrupted their studies at any stage of life	%
Interrupted	84,5
Don't interrupted	15,5
Causes	
Job	19,6

Married	18,3
Pregnance	16,9
Lack of Opportunity	4,3
Others	40,9

Here are some testimonials about the abandonment of the classroom:

"I had to stop my studies to work and help support my family (my parents and siblings), because I'm the oldest son."(The Student)

"I interrupted my studies because I still got pregnant in my teens, so I had to change my hometown." (Student B)

"I married had kids , so I could not study anymore , after a few years I went back and finished the crucial but stopped again, and now I'm back to finish high school ." (Student C)

"I stopped studying at the time why I got involved with the wrong crowd and ended up leaving the studies aside." (Student D)

"At the beginning of irresponsibility, then because of work." (Student E)

"Because of family problems and bad friendships." (Student F)

"I stopped studying because I lived at the site and it was very difficult because I had no transportation to the city." (Student G)

"Because I had to work, and work hours spent on the time of study." (Student H)

"I stopped studying in 1985 to help my mother." (Student I)

"I stopped going to school due to lack of time and the difficulties they had in day-to-day was very tiring." (Student J)

The age they started to work (Table 7) says a lot about the reality of these individuals, 37% began working before the age of 15, some of these reported that they started working from the age of nine, possibly it has already damaged the initial phase of the study, ie, the base was damaged. Only 15.5% have never worked with those who never stopped studying. The relationship with the world of work has always been something very close to these young people and adults, given that the local economy was not strong enough and structured to provide working conditions for their parents, it is necessary that these were also entered in various informal jobs and agriculture to help support the family and even have their own money to buy personal items.

Table 7: Distribution of the sample according to the age they started working

Age that started to work	%
Before 15 years old	37,0
Between 15 and 18 years old	38,0
After 18 years old	9,5
Never worked	15,5

Students were also questioned about the prospect of completing high school, attending a Higher Course or get to do a post-graduate course.

It was amazing to see that despite being labeled as having a surplus of low-grade people esteem and people who have so many problems to solve, have demonstrated dreams and desires, 51 % of respondents have prospects to make at least an undergraduate degree, while 13 % were very adventurous and want to do graduate, 28 % would like to finish high school and only the remainder has not yet formed perspective. (Table 8) Given this situation, it can be said that the Youth and Adults is fulfilling its role as part of the educational process, it will perhaps not occurring because the mode of education has all the artifices of encouragement, because in reality this method does not yet offer subsidies for the development of a good student, but perhaps the teacher who is driving during your lessons these young people and adults to continue with studies showing that it is their right and they have the ability to get where they want.

Table 8: Distribution of the sample according to the prospects for studies

Perspective with the study	%
Only to finish High School	28,6
Start a graduation course	51,2
Study in a post-graduation course	13,1
Without perspective	7,1

It was also seen during the research that there were many reasons that brought these young people and adults the classroom, such as: opportunity for a better job; fulfill a dream of pursuing a college; encouragement from family and friends; crave a better life; regret at having left school; need to go back to school; thinking about the future; serve as an example for the children; among other reasons. As Arroyo (2004) argues that young people and adults who work during the day and in the evening attend EJA are people who value school because they sacrifice every night for years even in the face of an excessive working day.

Here are some accounts of the reasons these young people and adults to return to the classroom:

"I went back to school for the view that no studies I could not achieve my goals." (A1)

"Because I really wanted to finish high school, attend college and be able to professionalize myself in any work area." (A2)

"I went back to school because I have long wanted to do a course in Veterinary Medicine." (A3)

"I plan to attend law." (A4)

"Because I want to be able to do contests work and get my idealizations that are to have my own money." (A5)

"To ensure a better future for me and for my family." (A6)

"Getting a better job than I have." (A7)

"To be somebody in life and have a decent job where respect me for my skills." (A8)

"To encourage my son because he does not like studying, just wanted to give him reason to look up to me." (A9)

"To better manage my business." (A10)

Thus, in view of the testimony of each student, we realize that education is something essential in human life, it has become in recent times a predominant factor not only for intellectual development, plus also for the professional and financial development.

Thus, the work world is the main factor that brings back the lesson these young adults room. Many dream of doing professional, EJA turn has a fundamental role in the lives of these students by instigating them and insert them in the work world, more for that to happen it is necessary to have quality public policies and appropriate curriculum accordance with local realities. Thus Andrade (2004) reflects that an important issue for adult education is to think beyond their school subject's condition. The work, for example, has a fundamental role in their lives, particularly their social condition, and often it is through them that they may return to school or stay in it.

Despite not having been detected among the sampled develop actions of solidarity economy, it is known that it in turn would be a more than interesting for the furtherance of these young people and adults assumption, therefore, would be working the joint action, awakening the work group and leadership, as well as leading them to have a profession.

Before the survey it was found that almost all respondents who do not participate in any association, cooperative or supportive development, as well, that the municipality of Pombal is still much to be desired regarding the creation of social policies. In this sense, the schools under study could shed projects that took their students to develop their potential that are already made for them out of the classroom as crafts, among others. Thus bonding work and education at the same time.

With respect to learning everyone is satisfied with the learning within the classroom, this shows that teachers are trained and commitment to education people, thus arousing the students' liking for school and encouraging them to move forward, this proves that a large majority as shown in Table 8 has claim to attend

college. Thus, Barcelos (2010) reflects the attitude of the educator can facilitate or impede the relationship of teaching and learning. In working with adult literacy, care must be renewed accordingly. To the extent that we are facing people who most likely have gone through school experiences, which were not the most democratic, solidarity and ecological pedagogically.

In this sense, reflects the attitude of the teachers of this modality in both establishments surveyed teachings are subject facilitators of knowledge and demonstrate that through the interest and dedication of the students, need careful pedagogical practice in the classroom.

It was found in the survey that many of the students of the Youth and Adult Education had problems that led to withdrawal of the classroom. With this, we can realize that one of the biggest reasons was related to work. In this perspective, the Solidarity Economy would be a departure for the development of this public as well as able to work and therefore have an income without boss could study freely. To that end, schools could insert into your curriculum content related to professional development as well as strengthen the bonds of teamwork.

FINAL CONSIDERATIONS

The student profile of Youth and Adult Education is a multiple complexity because they are people with different realities, which in turn had different reasons for leaving the classroom. Many of them suffered with this reality, was not giving up more with the weather of the day-to-day goal, lack of planning and even a viable social structure, made them they were suppressed by the social system and eventually pay by these consequences.

It appears that there is no talking or evaluate the student's profile EJA without mentioning the plurality of prior knowledge of these individuals, they are people who have experienced the practice well before the theory, making it more special beings, and that the teacher needs to know in their didactic pedagogical leverage prior knowledge to instigate and enhance the student in their school life, so it may feel more important and less despised, because society itself has assumed the role of discrimination, causing these students to low esteem and making them even do not believe in their potential.

When analyzing the sample of individuals, three distinct profiles were identified: the first by young people who have never stopped studying more failures and who had now joined the EJA to finish high school with the lowest distortion index of age / grade; the second by adults who discontinued the study for any reason (work, marriage or pregnancy) and are back to school with the intention of finishing high school and even enter a college in the perspective of a professional and decent employment and , the third of young people who interrupted their studies without apparent reasons is a lack of incentive or lack of interest.

The work has an intimate relationship between the classroom and the student EJA, this initial assumption is that most encourages these young people and adults to engage in studies, they have full awareness that human

development can only happen through education and work, and for that development to occur it is necessary that they be inserted in the classroom, becoming professionalized and thus throwing themselves to the labor market.

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