

## Systematic Literature Review about knowledge production in EJA

ARTICLE

Juarez da Silva Paz<sup>i</sup> 

Faculdade Brasileira do Recôncavo, Cruz das Almas, BA, Brasil

Silvar Ferreira Ribeiro<sup>ii</sup> 

Universidade do Estado da Bahia, Camaçari, BA, Brasil

### Abstract

This work aims to verify what has been published about the production of knowledge in Youth and Adult Education (EJA). This is a descriptive study and consists of a systematic literature review carried out in August 2023, following a specific protocol. A search was carried out for articles published in CAFé CAPES databases, whose publications occurred between 2018 and 2023. The search descriptors used were: “Knowledge” and “Education of Youth and Adults”. Subsequently, the filters corresponding to the defined eligibility criteria were gradually applied. Afterwards, these studies were carefully read in order to verify whether they in fact corresponded to the interest of this study, with 49 articles being selected at this stage. Of the articles selected based on the interest of this study, the majority analyzed reiterate the need to give a voice to EJA students through the adoption of methodologies consistent with their peculiarities and that will contribute to the construction of knowledge and its application in their daily lives.

**Keywords:** Knowledge. Youth and Adult Education. Methodologies.

### Revisão Sistemática de Literatura acerca da produção do conhecimento na EJA

#### Resumo

Este trabalho tem por objetivo verificar o que tem sido publicado acerca da produção do conhecimento na Educação de Jovens e Adultos (EJA). Trata-se de um estudo descritivo que consiste em uma revisão de literatura sistemática, realizada no mês de agosto de 2023, seguindo um protocolo específico. Foi realizada uma busca de artigos publicados em bases de dados CAFé CAPES, cujas publicações ocorreram no período de 2018 a 2023. Os descritores de pesquisa utilizadas foram: “Conhecimento” And “Educação de Jovens e Adultos”. Posteriormente, foram aplicados gradativamente os filtros correspondentes aos critérios de elegibilidade definidos. Após, foi realizada a leitura minuciosa dessas pesquisas, a fim de constatar se, de fato, correspondiam ao interesse deste estudo, sendo selecionados nesta etapa 49 artigos. Dos artigos selecionados, a maioria reitera a necessidade de dar voz aos educandos da EJA por meio da adoção de metodologias condizentes com suas peculiaridades, que venham a contribuir para a construção do conhecimento e aplicação no cotidiano.

**Palavras-chave:** Conhecimento. Educação de Jovens e Adultos. Metodologias.

## 1 Introduction



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This text is an excerpt from the doctoral research of the Postgraduate Program in Knowledge Diffusion (PPGDC), developed in association between the Federal University of Bahia (UFBA), the State University of Bahia (UNEB), the Federal Institute of Education, Science and Technology of Bahia (IFBA), the State University of Feira de Santana (UEFS), the National Laboratory of Scientific Computing (LNCC) and the SENAI CIMATEC University Center, in the area of concentration: Modeling the Generation and Diffusion of Knowledge. The general aim of the research is to analyze the knowledge produced by the Professional Master's Degree in Youth and Adult Education at the State University of Bahia, carried out in communities in the Recôncavo Territory of Bahia/Brazil.

Youth and Adult Education (EJA), according to Art. 37 of the Law of Guidelines and Basis of National Education (Brazil, 1996), is a form of Basic Education aimed at those who did not have access to or continue their studies in Primary and Secondary Education at the proper age, and is an instrument for education and lifelong learning. Understanding education from the principle of pedagogical practice that emancipates and helps in the process of de-alienation, in order to make sense, given that education cannot legitimize social inequalities; on the contrary, it must be established as a possibility for transformation, change and knowledge capable of reaching everyone. For education to promote disalienation, it must first and foremost function as a mechanism through which the individual is able to know, understand and appropriate knowledge.

With regard to the discussion on knowledge in the EJA, a Systematic Literature Review (SLR) was carried out, which is a methodological research approach with scientific rigor and broad transparency, the purpose of which is to guarantee the quality of the sources. According to Saur-Amaral (2012, p. 6), the SLR “is a systematic process of analyzing the available literature on a given topic, following established rules”.

Carrying out a systematic search goes beyond the usual activity of bibliographic research as part of scientific research. A systematic review is a type of investigation that follows a specific protocol and seeks to make sense of the body of documentation. The SRL presents the essential aspects of its development, discussing the stages of its production, from the delimitation of the research question, the selection of databases, the development of the search strategy, the selection of documents and the systematization of the results.



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To carry out the SLR, a protocol was used to define the criteria to be considered in the research. Through this protocol, the eligibility criteria were defined, considering only articles published in the last five years in peer-reviewed scientific journals, in Portuguese, and whose search equation terms were in the title, abstract or keywords.

The following protocol was used to carry out the systematic review presented below:

**Table I - Protocol for Systematic Literature Review**

<b>Objective</b>	To identify articles dealing with Knowledge in Youth and Adult Education.
<b>Research topic</b>	“Knowledge” and ‘Youth and Adult Education’.
<b>Search base</b>	Knowledge on Education WEB database on the CAPES Periodicals Portal.
<b>Inclusion criteria</b>	Articles published in scientific journals and peer-reviewed articles, published in the period of 05 years (2018-2023) and in Portuguese.
<b>Exclusion criteria</b>	Articles that do not contain the words of the research topic or in the title or abstract or keywords, published outside the educational field.
<b>Methodological validity criteria</b>	Replication of the process by two researchers and verification of the inclusion and exclusion criteria.
<b>Results</b>	Description of the research - recording all the steps.
<b>Data processing</b>	The information collected will be interpreted and given meaning by creating graphs, charts, figures and tables to measure it.

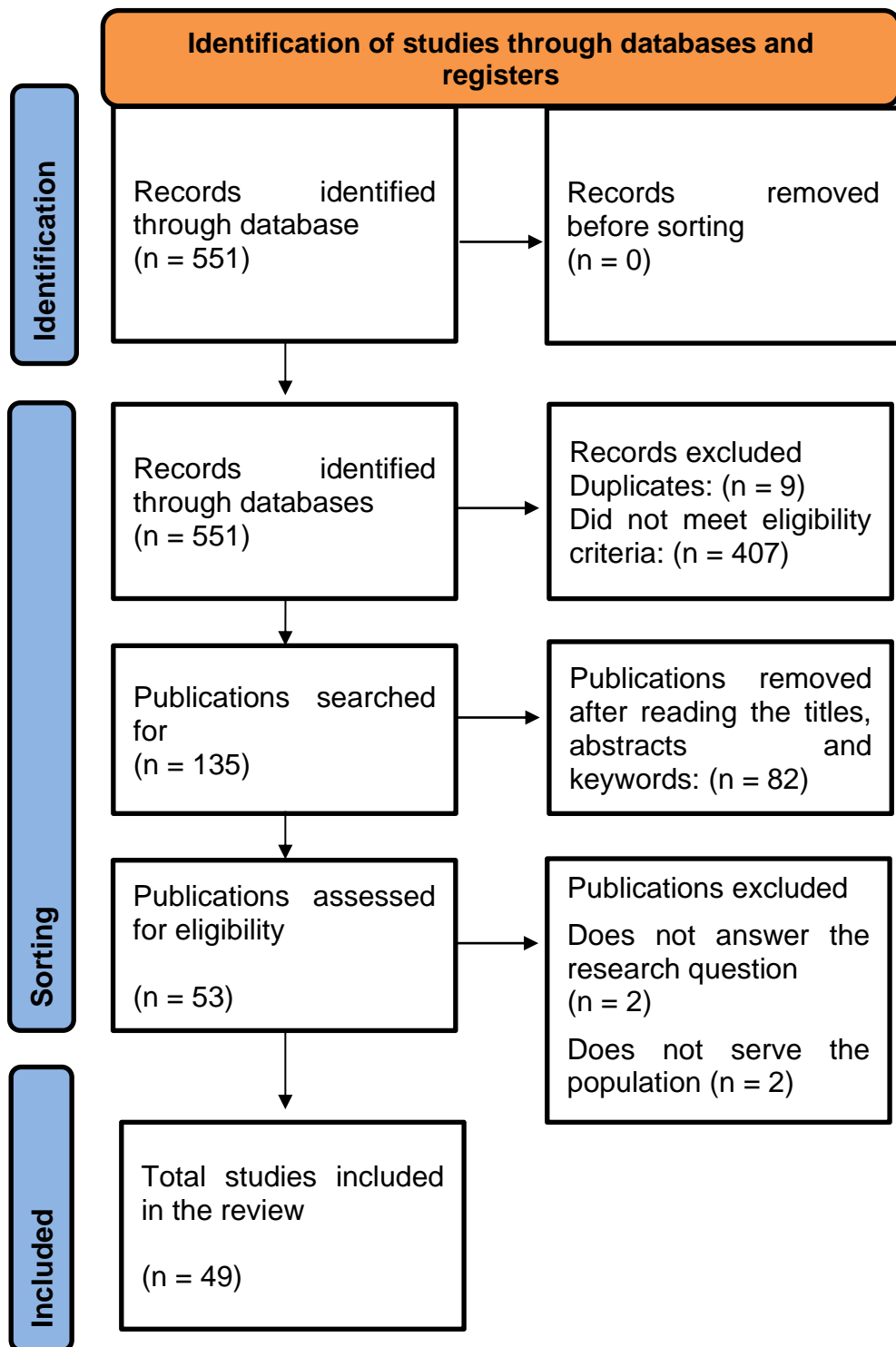
Source: Santos; Ribeiro (2023).

Once the protocol for the SLR had been defined, we began the search on the CAPES Periodicals Portal, created by the Coordination for the Improvement of Higher Education Personnel. The CAPES Journals Portal was chosen because of the vast amount of research gathered in its databases, whose importance is significant in the academic world, facilitating access to scientific knowledge in Brazil.

## **2 Research Findings: Articles selected after applying the inclusion criteria and reading the research**

The research was carried out humanely, i.e. without the use of software, and the search was carried out in August 2023 through CAFe-Capes access. The following results were found:

Figure I - PRISMA flowchart



Source: Adapted from Abreu *et al.* (2021).

As shown in the flowchart, of the 551 articles found using the search equation “Knowledge” and “Youth and Adult Education”, 49 articles were selected (Table II below), which meet the inclusion criteria listed (Table I) and are in line with the study presented in this thesis.

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**Table II** - Articles selected after applying the inclusion criteria and reading the research papers

Nº	Author/ year	Title	Study design	Objectives	Main results
01	Alencar Nunes; Moura (2019)	Research and training: a dyad that permeates teaching in a socio-educational context	Collaborative research with participatory observation carried out during the training workshops linked to the extension course entitled Education of Young People and Adults Deprived of Liberty, aimed at the continuing training of professionals who are effectively teaching basic education, working in the EJA modality, in the state and municipal public education systems and in the CEM. From CEM, 23 teachers took part in the course, including the unit's pedagogical coordinator.	To analyze the teaching knowledge mobilized in a socio-educational space and its contribution to the civic education of adolescents deprived of their liberty.	As well as helping to expand the knowledge already acquired by the teachers, the training context also raised awareness of the need to use alternative and innovative methodologies that facilitate the construction of new knowledge.
02	Alves; Dias; Silva (2019)	University extension in Youth and Adult Education in the prison context	Participant observation and document analysis (meeting reports). The subjects of the research were teachers and prison guards in the Youth and Adult Education sector, as well as the teachers/researchers.	To present some reflections on the methodological perspectives of the “Youth and Adult Education (EJA) University Extension Project in the prison context”.	It made it possible for the Federal University of Paraíba, educators and the extension team to take a different view of pedagogical work in the EJA and extension in a territory where we don't belong: prison.
03	Alves; Muniz (2019)	Unpublished-viable in the continuing education of math educators	Participant research with six public school teachers from the Federal District (DF, Brazil), within training sessions, which were called formative research circles. These were organized into training sessions that took place over the course of a school year in the public school.	To analyze the constitution of the unpublished-viable that help in the construction of knowledge and in overcoming limit situations, which interfere in the organization of the pedagogical work of teachers who teach Mathematics in the initial years of Youth and Adult Education (EJA).	The unprecedented-viable were constituted when the collective used actions (the limit acts) to overcome the obstacles (the limit situations) in the training sessions, allowing them to expand concepts in math education.
04	Barros; França e Faria (2020)	Youth and Adult Education: popular demands for an education that makes it possible to reduce social distances	Content analysis was used. The research subjects were EJA students and teachers from schools in the Porto Velho-RO Municipal Education Network.	To analyze how the education of EJA students can contribute to their active participation in social issues.	The training of these students needs to be carried out through the problematization of content, aligned with the real socio-cultural reality of the students and with the improvement of material working conditions in this type of teaching.

05	Barroso <i>et al.</i> (2022)	Physical education, through remote teaching, with a visually impaired student	The school took place in a state EJA center, located in the central hinterland of Ceará. There were synchronous moments, via WhatsApp, and asynchronous moments, with the student's reality as the starting point for the construction of learning.	To report on a teaching practice in the subject of Physical Education in the EJA, with a visually impaired student, during the remote teaching period, which took place between November 2020 and April 2021.	There is a need for teacher training in educational technologies, as well as the importance of inclusive, dialogic and problematizing methodologies. The lack of structural, technological and pedagogical support in the pandemic context, and the absence of ongoing training in educational technologies, has resulted in increased educational inequalities.
06	Bocasanta; Wanderer; Knijnik (2019)	Technoscientific devices and Youth and Adult Education	The study was carried out with students from the Early Years in the EJA program. The class was made up of civil servants who held different jobs, such as janitors, kitchen assistants and retirees, as well as outsourced workers, workers on sick leave and students from the community where the school is located.	To analyze how the device of technoscientificity operates in the production of subjectivities of adult students in the process of literacy.	The students want to acquire knowledge of technology in order to better carry out their work and educational activities, as well as to facilitate communication between family and friends. They also position themselves as laggards when it comes to acquiring this knowledge, referring to young people as those who master and can handle technology.
07	Braga; Rosa (2022)	Movement between concrete and abstract in the formation of mathematical concepts by students deprived of their liberty	Didactic experiment with four students enrolled in Youth and Adult Education, in a public prison located in the hinterland of Paraíba. Because of the pandemic, there was no physical contact with the students, and communication was only in written form. A notebook was provided for each student, and the printed tasks were sent on an A4 sheet glued to the notebooks. The students collectively thought about the solution to each task and recorded it individually, in handwriting.	To investigate the movement of the mathematical thinking of students deprived of their liberty, during the formation of knowledge regarding the multiplicity relation.	Although participants are deprived of their liberty, they are capable of learning collectively, as long as teaching is organized in this direction and the objective conditions for its realization are provided.
08	Campos <i>et al.</i> (2020)	The contribution of teaching resources in EJA: an analysis from the supervised internship	It presents the experience of Supervised Internship II of the Pedagogy course at the University Center - UNINTA, carried out in an EJA class in a public school in the rural area of the municipality of Esperança - PB. The intervention project	Present the contributions of the use of Teaching Resources in Youth and Adult Education.	The results show greater interaction between the students, more attention, more dynamic classes and significant learning of the content covered. The didactic resources proved to be tools that facilitated the learning process and

			developed consisted of using Teaching Resources as a methodological strategy.		acted by motivating, arousing curiosity and stimulating the student in the development of the activities.
09	Carcaioli (2018)	Youth and Adult Education in the countryside: from university extension to public policies	Semi-structured interviews on the EJA context of the Elizabeth Teixeira camp, located in the municipality of Limeira, in the interior of the state of São Paulo.	To qualitatively evaluate the nine months of the PRONERA program in the community, based on the voices of the people who build it and question the rights and public policies that surround them.	Popular Education practices such as Culture Circles deserve to be highlighted, promoting the exchange of knowledge between students and educators, allowing the life history of students to be taken into account in the teaching and learning process, as well as the context of the space where the school is located, as it is loaded with symbols and marks that represent it.
10	Cardoso; Pedrotti-Mansilla (2021)	Development of an investigative didactic sequence on environmental education in Youth and Adult Education in Pontes e Lacerda-MT	The research was carried out in a state school called Escola Estadual 6 de Agosto, and the investigative didactic sequence was organized in 09 classroom hours, equivalent to 3 meetings lasting 3 hours in the EJA.	To analyze the contributions of using an investigative didactic sequence in learning about Environmental Education in Youth and Adult Education.	The development of the didactic sequence suitable for young people and adults, with its different time slots, provided conditions for the study of Environmental Education in a way that ensured a wide range of learning for the students.
11	Chiappetta; Silva (2019)	A proposal for teaching Financial Education based on Ethnomathematics: Conscious Consumption from the context of the Financial Budget	It had the participation of two math teachers from EJA classes, one with a degree in mathematics and the other in biological sciences, as well as a group of thirty-five students from the fourth phase of EJA at the same school, along with three collaborators, students from the mathematics degree course at the University of Pernambuco (UPE) and members of GECM/UPE.	To reflect on the possibility of motivating EJA students to continue their studies by recognizing the importance of school knowledge in their lives.	The approach to mathematical content based on Ethnomathematics, with a critical reflection on its use in everyday life, can instill in students an interest in recognizing the importance that school knowledge represents in their lives, in terms of the performance of their social, political and economic activities, favoring the teaching and learning of mathematics.

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12	Cordeiro; Friede; Miranda (2023)	Human rights education from the perspective of public school teachers in Rio de Janeiro	A questionnaire was administered using the Google Forms platform, with objective and subjective questions, and answered by 120 teachers who teach high school, elementary school (final years) and Youth and Adult Education.	To check whether teachers in the Metropolitan Region of Rio de Janeiro are concerned about teaching human rights.	The public school teacher, despite all the difficulties he faces, tries to transmit values and attitudes of respect for human rights and that, although his teachings are the fruit of his own experience as a teacher and citizen, there is a concern to form character, beyond just building theoretical knowledge.
13	Costa; Barbosa; Castro del Rio (2018)	An experience with a collaborative scheme for teaching functions in PEJA	The experiment was carried out in a full-time municipal school in the Andaraí district of Rio de Janeiro. Classes A and B were chosen from the PEJA II unit, corresponding to the 9th year of elementary school, with an average age of 32. Collaborative teaching was used in class A. In class B, the activities were given as a revision of the exam, due to their level of development in relation to the first class. The activities were carried out over 3 days in class A, with 3 lessons of 60 minutes each day, totaling 9 hours of activities. Class A was divided into 4 groups of 3 or 4 students, depending on their daily attendance.	To show teachers the possibility of using a pedagogical proposal based on constructivist theory in the classroom, which allows students to develop both in mathematics and in their citizenship.	This experience was very successful at a fundamental point in the education of the students involved, namely citizenship education. As well as a better acceptance of mathematics by the students, there was greater socialization, i.e. an improvement in behavior, in terms of knowing how to share opinions and respect the experiences of their classmates.
14	Crespo; Vieira (2021)	Conquering "QUIMIVILLE": Playfulness in the teaching and learning of chemistry content in the EJA	The QuimiVille game was created, based on the Carcassonne board game (Z-Man Games®), as it is a game of discovery, conquest of territories that demands attention and creativity, as well as being a historical game.	To create a board game that makes the content of the Periodic Table clearer and more accessible, instigating its problematization and contextualization.	The work highlights the importance of contextualizing chemistry through the QuimiVille game, which familiarizes students with the Periodic Table, making the teaching and learning process concrete, contextualized and meaningful.
15	Cunha; Dickman (2018)	The study of Optics in Youth and Adult Education (EJA) through a	The activities were carried out with 20 EJA students, aged between 16 and 40, from August to October 2009, lasting ten 50-minute lessons.	To improve the students' learning process	Along the way, it was possible to observe the conceptual development of the students who took part in this work, respecting their limitations and identifying their level of difficulty.



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		diversified didactic sequence			
16	Ferreira; Gomes (2018)	Teaching Mathematics in the EJA: Betim (MG), 1990s	Interviews were conducted with eight educators, using oral history as a theoretical-methodological principle.	To investigate how mathematics was taught in the Betim Municipal Education Network (Rede Municipal de Educação - RME) during this period.	Various aspects were identified, such as the lack of teaching materials designed specifically for the EJA, the difficulties students have in mathematics, and the shortcomings of teachers in terms of meeting the particular needs of young people, adults and the elderly.
17	Freitas <i>et al.</i> (2018)	Teaching Proeja through practical lessons: mini-course “Factors affecting photosynthesis”	Eight students from Module IV of the PROEJA Administration course at the Instituto Federal Goiano - Campus Rio Verde signed up for the mini-course. The event took place in the institution's Ecophysiology Laboratory and lasted two hours. The laboratory, as well as the equipment and scripts, were prepared in advance and made available to the students.	To make it possible to access practical classes in the form of mini-courses, respecting the Biology syllabus of the course and performing innovative functions involved in the construction of scientific knowledge.	After the lecture, the students learned how to handle the laboratory equipment and carry out experiments, ensuring that the content of the theory was observed in practice, valuing teamwork and contextualization with their realities.
18	Guerra (2019)	Different teaching methodologies in mathematics: Expectations x Effective Experience	An Evaluation Survey (Online) was completed by 87 students high school students of the Youth and Adult Education (EJA) distance learning program at the SESI School (Social Service of Industry) in the city of Itapetinga-BA, with meetings/classes called Workshops being held once a week. The analysis, focused on the area of Mathematics and its Technologies, began on November 12, 2018 and ended on December 21 of the same year, totaling four workshops with these students.	To analyze Expectations and Actual Experiences about the teaching and learning process and the different teaching methodologies used in pedagogical practices in the area of Mathematics.	It was clear that the teaching methodologies used were efficient and capable of promoting learning for the students, in an interactive, autonomous, critical and enjoyable way. A reflection of this is the overcoming of fears about the dreaded Mathematics, where 97.7% (85) of the participating students finished their studies in the area better, compared to the moment before they started the area.
	Jean;	Intergenerational relations in Youth and Adult Education: an account of an	Analysis of the experiences lived and shared by an intergenerational group of EJA students, aged between 18 and 65, in a public school in Itacoatiara/AM, through the applicability of formal	To investigate the theoretical-methodological process for mathematical calculation used by students in their professional activities in the construction	Students already bring with them, even if intuitively, the skills and competences of their socio-cultural experience to the process of formalizing and constructing knowledge at school. In most of their

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19	Ghedin; Nascimento (2023)	experience with an inclusive math project	knowledge of mathematics in their daily and professional practices in the informal construction industry.	industry, making observations and comparisons between the methods used in their profession and those used in math classes.	calculations, the bricklayer/skilled helper student uses mathematics based on approximate values, the result of the observation skills they have built up over the course of a socio-cultural process.
20	Lauxen; Vinholi Junior (2018)	Popular knowledge and memories of Brazilian students in the EJA modality of a rural school: connections with Ethnomathematics	The research was carried out as part of a study on Braziguayan women who are EJA students. Three women aged between 30 and 60 were interviewed.	To reflect on the memories based on the life stories of Braziguayan women in Youth and Adult Education (EJA) at a state school in the countryside and the possible interfaces with the mathematical pedagogical use of this knowledge in the classroom.	Throughout their careers, the Brasiguayan women interviewed show a proximity of remarkable and significant events in their lives. Even though they followed different paths, they culminated in a common unity that brought them closer together.
21	Lozada <i>et al.</i> (2022)	Education for Young People, Adults and the Elderly: a project using video production to teach notions of statistics to elderly students	Making videos for YouTube with statistics content based on everyday life, using real data from newspapers, with Grandma Sabina as the character	To teach statistics concepts.	Appropriate methodologies and teaching materials are needed for the teaching and learning of statistical concepts that enhance the statistical literacy and critical competence of elderly students. Furthermore, it is essential to have a variety of initiatives that integrate the elderly into the literacy process, encouraging their active participation in the construction of knowledge. The production of these videos is a potentially significant resource that focuses on the knowledge of elderly students and their social practices.
22	Machado <i>et al.</i> (2021)	Inquiries into/with EJA in the context of the pandemic: an experience in digital culture circles	Culture Circles were held to explore continuous professional development within a Community of Practice in Youth and Adult Education (EJA) in Brazil in times of pandemic. Listening to the worldviews and experiences of educators from various territories in Bahia, six dialogical meetings were held between	To question, reflect and analyze the challenges and possibilities of public policies for the EJA in the context of the pandemic, through a dialogical and democratic process, enabling those who are committed to the	Strengthening the Community of Practice in Youth and Adult Education (EJA) can promote innovation, develop social capital and facilitate the creation and dissemination of knowledge about, in and for EJA in Bahia.

			April and July. The groups brought together 20 to 30 people who had graduated from MPEJA.	EJA to share and reflect on their practices.	
23	Malaggi; Miyashiro (2020)	Digital inclusion of young people and adults and popular education	Experiences carried out in 2017 and 2018 in the ETHCI/CUT space, located in the Ponta das Canas neighborhood, Florianópolis-SC, through three weekly meetings of 3 hours/day, for 4 months, totaling 160 hours. A total of 25 participants attended each semester, the majority of whom were working-class young people/adults aged between 18 and 45, living in the neighborhoods surrounding the ETHCI/CUT.	To analyze the development of the Digital Culture Circle, an experience of popular education with working-class young people/adults that aims to promote their digital inclusion.	It identifies a formative potential to move beyond the instrumental perspectives of digital inclusion, which focus on neutral and ahistorical learning of the operational dimensions of these technologies, mostly used for fetishized and individualistic purposes.
24	Marsico; Ferreira (2020)	History of the curriculum of the present: investigating alchemical processes in science teaching for Youth and Adult Education in Brazil	Official documents for this type of teaching in the country and a teaching collection made available by the Ministry of Education were investigated.	To understand how school science knowledge has been historically produced for the EJA.	It is in this discursive context that school knowledge in science is produced that participates in the production of students who are enunciated as oppressed workers and who need a teacher (and teaching) to emancipate them. In this movement, the contingencies and complexities of everyday life are reorganized as objects of school logic, alchemically constituting school knowledge in science.
25	Miguel (2020)	EJA Subjects' Perceptions of Geometric Concepts and Measurements: implications for teaching practice	Classroom observations and documentary analysis were carried out, collecting testimonies from EJA teachers and students in a collaborative action-research environment.	To analyze some perceptions and representations of EJA students and teachers in relation to geometric knowledge and quantities and measures, so that we can identify their formulations and their theoretical and methodological implications for the process of concept formation in Mathematics.	The results point to the theoretical and practical consequences of the decision to consider teaching mathematics as a component of literacy in youth and adult education, as well as indicating central aspects of the necessary methodological approach.

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26	Miranda; Pereira; Pereira (2018)	The intertwining of math theory and practice in the context of artisanal fishermen in Rio Grande (RS)	A workshop was held with 16 EJA fishermen, using qualitative research, “conversation circles” and textual discourse analysis (TDA).	To understand whether or not the fishermen of Torotama Island, located in the city of Rio Grande (RS), established relationships between the mathematics of their everyday artisanal fishing life and the new knowledge they acquired in the classroom in the Youth and Adult Education (EJA) modality.	When teachers have the chance to work with new ideas and are able to establish relationships between concepts in their field and other areas of knowledge, they motivate students to seek out more information on the subjects studied in the school environment. This action highlights the importance of theory as a facilitator in the construction of learning in practical activity.
27	Miranda; Ramalho (2019)	Working with the Personal Letter Genre in Youth and Adult Education	Five Youth and Adult Education students took part in the research, four of whom were female and one male. Participant observation and conversation circles were used.	To understand how the Portuguese language teacher can contribute to improving the writing process in Youth and Adult Education, using personal letter writing.	The written production of the personal letter enabled the research participants to acquire the linguistic-discursive knowledge necessary for the construction of the personal letter genre, as well as helping them to recognize and overcome the main difficulties they encountered during the personal letter writing process.
28	Oliveira (2020)	Social networks and the popularization of scientific knowledge: a methodology for teaching physics	Methodological proposal applied to students on the technical kitchen course (PROEJA).	To analyze how social networks can contribute to the popularization of scientific knowledge and what benefits arise from their use as a motivating and socializing element.	The pedagogical use of social networks contributes to the popularization of scientific knowledge and, more specifically, provides physics teaching that is more interactive and closer to the students' reality. Since a large proportion of internet users are in schools and access social networks, using the web environment methodologically can have positive results since, for students, social networks are a space that is habitual and attractive to them.
		Mathematics on canvas: artistic drawing as a	The research was carried out between December 2020 and March 2021 with students in the 6th stage of Youth and	To investigate to what extent the teaching of mathematics, supported by the dynamism of	Teaching mathematics through artistic drawing contributes in many ways to the student's all-round education.

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29	Oliveira; Costa (2021)	mediating activity for mathematical learning	Adult Education (EJA) at CEEP Antônio Gentil Dantas Sobrinho, in the center of the municipality of Pimenteiras-Piauí. This type of education has a serious problem with dropouts and learning difficulties.	artistic drawing, can add knowledge and motivation to students about mathematics.	Among the benefits observed during the meetings were greater concentration and motivation in class, learning concepts and formulas in a simpler way, understanding the reason for and usefulness of the content studied, a higher level of group involvement and participation, and the development of creativity and expression.
30	Penha; Melo (2019)	Geography teaching: categories of analysis and students' perceptions of living space	The study was based on the experiences of the Supervised Internship at the State University of Paraíba, developed with the 8th "B" class of the Youth and Adult Education (EJA) modality in a state school in the city of Campina Grande, PB. It had the contribution of the internship and regent teachers, the interns (the internship took place in pairs due to the availability of classes) and the class.	To intervene in the classroom in order to bring the categories of geographical analysis closer to the students' empirical knowledge.	The students' spatial perception of the school environment, their identity and relationships of belonging was awakened.
31	Reibnitz; Melo (2021)	Research as an educational principle: a working methodology for Youth and Adult Education	We used classroom experience reports and texts produced by 12 students in 2018. The essays, 12 in total, were written by some of the students who were being certified in one of the classes in which one of the authors taught.	To analyze the methodology adopted by the network since 2001, looking at its development, its theoretical references and some reflections on everyday school practice.	By delving deeper into this methodology, it is possible to better analyze some of the demands and issues pertinent to the EJA in the country.
32	Ribeiro; Guimarães (2021)	"The teacher always came with ready-made content": A Reflection on the Biology Curriculum in the EJA and its Interfaces with Freirean Presuppositions	Semi-structured interviews were carried out with 23 students of Youth and Adult Education (EJA) in the state of Goiás.	To undertake some reflections on the movement of "choice" of biology content worked on in class, signaling the dynamics of curriculum construction.	The banking transmission of "ready-made content" in biology is still rooted in teachers' pedagogical practice. Dialogue, when it exists, is still limited to superficiality, deviating from the true Freirean dialog. It is important to organize a curriculum for teaching biology in the EJA, based on Freirean pedagogy, considering that the contents, although essential, are not static and that they must serve the interests of the students, valuing their

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					knowledge and promoting the transition from previous knowledge to systematized scientific knowledge.
33	Rodrigues (2021)	Initial teacher training for teaching mathematics in the EJA: a GELEN experience	GELEN held fortnightly meetings during the first semester of 2018, involving theoretical studies and reflections on the experiences of the Pedagogy students, with the aim of strengthening the training process. In this context, moments relevant to training for teaching in Youth and Adult Education were presented.	To understand how to think about teaching mathematics in Youth and Adult Education (EJA) in initial training with a view to learning related to contextualized practices with the support of technological resources.	The students in the initial training course acquired significant knowledge in relation to teaching practice with the use of technologies, giving importance and meaning to everyday practices and their correlations with the content taught in the EJA.
34	Sales; Barreto (2019)	PPP in prison education: strategies for educating young people and adults deprived of their liberty	Semi-structured interviews were conducted, along with an analysis of documents such as the school's PPP (2011-2013) and legal provisions, as well as the students' medical records. Participants included sentenced students from the Lemos Brito Penitentiary, who work during the day and study at night in the EJA program. The Prison Unit Manager, Pedagogical Coordinator and Teachers also took part in the research.	To analyze the devices that regulate the Pedagogical Political Project of the school unit researched, in the management of Youth and Adult and Elderly Education, and to investigate Youth and Adult Education in Prison Education, contemplating socio-cultural contexts of this type of education in which its subjects recognize themselves as part of their history and fight for a more equal, fairer and more humane world.	The current PPP has gaps, but it can be reformulated through dialogues with those involved in the process of education and penal execution, especially by enabling the school to move forward, through public policies, with a view to educating through the lens of knowledge, providing students deprived of their liberty with autonomy and a sense of their own existence, overcoming conditions of imprisonment.
35	Santos Andrade; Guimarães (2023)	Didactic practices and statistical knowledge of Youth and Adult Education teachers	A semi-structured interview was carried out using a 24-question questionnaire applied to 10 EJA teachers from municipal schools in the Metropolitan Region of Recife in Module 3 of the EJA (classes equivalent to 4th or 5th grade).	To investigate the didactic practices and statistical knowledge of teachers of Youth and Adult Education on the teaching of statistical research.	The results reflect the need to broaden discussions in relation to the conceptions of teaching statistical content of teachers who work in the EJA, helping to overcome persistent gaps.
		Mathematical literacy among the elderly: challenges and (dis)encounters	Participant observations and semi-structured interviews were carried out in a classroom (literacy class) belonging to a public institution in the municipality of	To discuss the importance of mathematical knowledge from non-school contexts in a school environment, recognizing that different learning contexts	It is important that this knowledge is included in school planning, so that the math classroom is rethought to take into account the wishes and knowledge of these subjects.

# PRÁTICAS EDUCATIVAS, MEMÓRIAS E ORALIDADES

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36	Santos; Pompeu (2020)	between everyday knowledge and legitimate school knowledge	Uberaba, Minas Gerais, which is set up as an Elderly Care Unit (UAI).	influence the way subjects mobilize their knowledge.	
37	Santos <i>et al.</i> (2021)	Digital literacy in the context of Youth and Adult Education: weaving networks of knowledge for the teaching-learning process	The research was carried out at a state school in Salvador and took place in three stages. The first two stages involved the mobilization and presentation of technological resources to teachers, and the third involved eight students and teachers organizing pedagogical activities with content they had pre-selected.	To understand the contributions of digital literacy to the EJA teaching-learning process	It is pointed out that technologies can enhance the teaching-learning process if the subjects who are part of this process are the protagonists of their learning.
38	Santos; Corrêa (2018)	EJA Elementary School: (re) inclusion in school as a perspective for social inclusion in the workplace	A questionnaire was administered to 43 Youth and Adult Education students at a Municipal Elementary School in the city of Porto Alegre - RS, and the analysis was mediated and referenced in the light of Freirean reflections.	To reflect on the reasons that lead students to return to school in the Youth and Adult Education (EJA) modality as a possibility of attending EJA as a space for (re)inclusion in the exclusionary school.	The process of juvenilization was observed, with a predominance of young people between the ages of 15 and 18 who were excluded from regular elementary school; the majority of young people go to the EJA with the intention of completing elementary school and appropriating school and disciplinary knowledge; they say they don't like the neglect of some students in some subjects and the learning and construction of knowledge in some areas. It is clear from the research subjects' statements that they want a school that teaches seriously, correctly and guarantees them effective learning.
39	Silva <i>et al.</i> (2022)	Dialogic processes in the EJA: reflecting on Cultural Psychology	Analysis of an experience based on Dialogic Reading, specifically in the format that has been developed in the context of the Open Books Extension Project at the University of Brasilia.	To reflect on an extension project at the University of Brasilia, which created possibilities for interactions between School and Educational Psychology mediators.	Experience shows us how the possibility of considering and interpreting the values and beliefs of the people involved in a given activity can contribute to the dialogical teaching and learning processes of all those involved.
		Biology teaching in the EJA based	Using a qualitative method, data was collected from the director of the DIEJA of	To analyze the teaching of Biology based on the Roraima	The results showed that the EJA is facing difficulties in terms of working

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40	Silva; De Oliveira (2019)	on the Roraima state curriculum proposal	the State Department of Education (SEED/RR) and nine biology teachers.	Curriculum Proposal for Youth and Adult Education - EJA.	conditions, as there is a lack of infrastructure in schools and pedagogical support for biology teachers, which is reflected in the high number of school dropouts. In order to overcome the challenges, we suggest updating the EJA Curriculum Proposal, with a view to demanding public policies aimed at guaranteeing quality education for EJA students and teachers looking for a new chance in school life.
41	Silva; Ribeiro (2023)	Autobiographies in Youth and Adult Education	Three autobiographies written by EJA students from the city of São Paulo were analyzed.	To discuss, from an experience report with an autobiography activity carried out with EJA students, the writing of students of this type of education, through a multidisciplinary activity between History, Portuguese Language and Arts.	It is clear that, although writing is still a challenge for EJA students, they are able to envision a critical discursive stance through their writing.
42	Silva; Santos Junior (2020)	Teaching statistics in EJA	Records of the students' observations and productions generated empirical data and were analyzed using the Textual Discourse Analysis (TDA) methodology, and Teaching Sequences were subsequently drawn up. The students were divided into groups (class A - 100 students and class B - 100 students), ranging in age from 25 to 54.	To present a proposal for the teaching of statistics in the EJA, aimed at secondary schools, using the problem-solving methodology in a public school in the state of Paraná.	The results of the research indicate, on the one hand, that the problem-solving methodology can contribute to the development of students' statistical reasoning; on the other hand, that the formalization of concepts by the teacher proved to be relevant, since together, teacher and students discuss the attempts to solve the proposed problem, contributing to the construction of statistical knowledge and citizen education.
43	Souza Maria; Fontoura (2018)	Initial teaching in Youth and Adult Education and the power of narrative as a training device	The (auto)biographical approach was used through the lens of training research, involving the daily life of the classroom and the narratives of the internships. The research participants, five teachers in initial training in the EJA,	To reflect on the experiences of future teachers in Youth and Adult Education (EJA).	The experience contributed to the formation of the identity of the students and the researchers as teachers in the EJA, strengthened their classes and internships in the EJA and boosted writing as a self-reflective process and



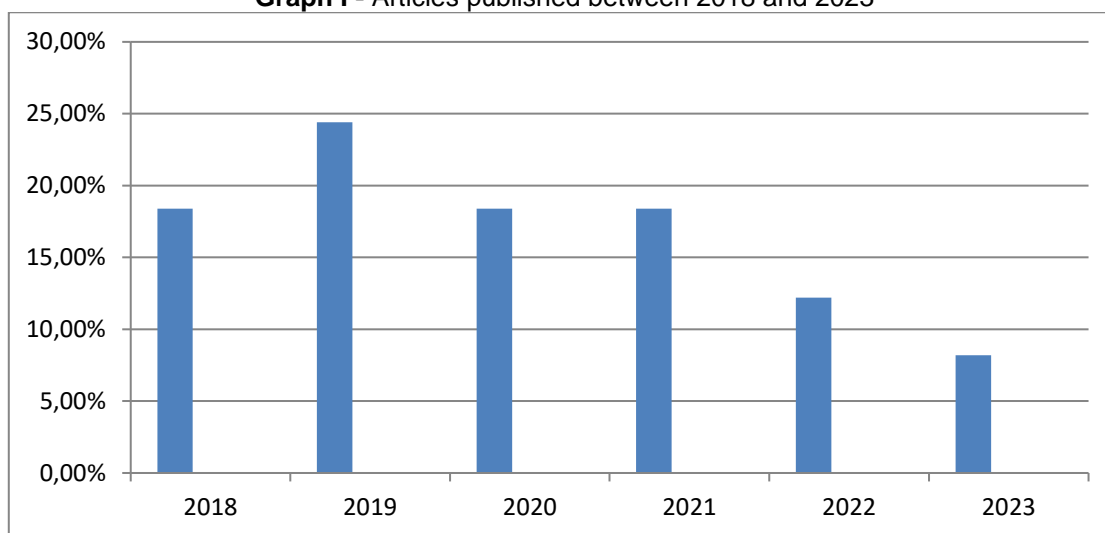
			narrated their experiences in the textbook <i>Bordado Formativo em EJA</i> .		knowledge of individualities and collectivities in the training process.
44	Souza; Vieira (2021)	Narratives and human rights: from street (in)visibility to empowerment in youth and adult education	Exploratory, bibliographical research and some narratives from empirical research with EJA students living on the streets.	To analyze Youth and Adult Education (EJA) as a possibility for homeless people to exercise their right to education, recovering their protagonism and autonomy based on their narratives.	It points to the importance of educating young people and adults in a way that does not fragment knowledge and subjects, but rather develops in these students the capacity for reflection and action in the face of rights violations, fostering the training process and the production of knowledge in/for human rights education. In the narrative process, memory is present, associating the individual and collective experiences that also make up these subjects, bringing to light the memory of the social group to which they belong.
45	Teixeira; Lima (2020)	Teaching Spanish in Youth and Adult Education	Activities carried out by one of the authors with EJA-EM classes. We report on some of the pedagogical experiences of one of the authors in a private school in the city of Rio de Janeiro, where she worked as a Spanish teacher in the EJA-EM, from 2010 to 2017. The experiences took place in classes with approximately 30 students each, aged between 18 and 65 (but in 2016 there was a 73-year-old student who had just become literate).	To reflect on the teaching of Spanish in high school Youth and Adult Education (EJA) classes.	Teaching Spanish in EJA classes can help improve students' social inclusion, and this will inevitably be reflected in their overall academic performance and their role in society.
46	Trentin (2022)	Pedagogical practices in EJA: what does the classroom reveal?	The research subjects were a teacher and two young people enrolled in a Youth and Adult Education Center (CEJA) located in a municipality in the state of Santa Catarina, using semi-structured interviews and participant observation.	To investigate how pedagogical practice takes place in the EJA.	School practices, especially in Youth and Adult Education, give rise to the illusion of homogeneity, which is strengthened on a daily basis through the standardization of knowledge, solitary production, the formal execution of tasks and the absence of collaboration.
		Culture circles as a pedagogical possibility from	Culture circles were held in a high school class of young people and adults in the afternoon. The class was made up of nine	To discuss the circle of culture inserted in the pedagogical praxis of the Youth and Adult	Culture circles, considered in their pedagogical dimension, beyond a methodological proposal, can provide

47	Vieira; Silva (2019)	the perspective of emancipation: an experience in Proeja at a public school in Salvador - BA, Brazil	students aged between 21 and 45, who were attending the National Program for the Integration of Professional Education with Basic Education in the Youth and Adult Education Modality, PROEJA.	Education Program - PROEJA in a public school in an urban quilombo in Salvador, Bahia, Brazil.	opportunities for the creation of a counter-hegemony that produces other pedagogies and other subjects.
48	Xavier; Dias; Freitas (2022)	Contributions to understanding students' knowledge for the training of EJA teachers: the spoken word, Freirean dialog and listening	Research carried out by the Youth and Adult Education Research Group (GPEJA) of the Graduate Program in Education at the Fluminense Federal University, which includes teachers as participants.	To provide opportunities for dialogue and listening to EJA students and seeking to identify and understand the knowledge present in their life stories and how it has been built up throughout their experiences.	The results reiterate Freire's idea that these subjects arrive at school with knowledge built on their experiences, and are therefore not empty boxes or illiterate subjects. The relevance of Paulo Freire's thinking is reinforced, especially with regard to dialog for the construction of a critical, democratic and liberating education.
49	Xavier <i>et al.</i> (2019)	Popular Knowledge of Medicinal Plants and Science Teaching in Youth and Adult Education	The research was carried out in an EJA III class, corresponding to the 6th and 7th years of elementary school. The total number of students enrolled was 20, but only 10 responded to the data collection instrument, the questionnaire, and took part in the activities developed in the context of the research. After the classroom observation period, an interview was conducted with the only EJA teacher at the school.	To evaluate pedagogical practices in the teaching and learning of Biological Sciences through the popular knowledge of medicinal plants among students of Youth and Adult Education in a public urban school in the municipality of Acarape, state of Ceará, Brazil.	The appropriate use of new methodologies based on the knowledge and real experiences of the popular knowledge of students in Youth and Adult Education enables identity empowerment and meaningful teaching and learning.

Source: Elaborated by the author (2023).

According to the time frame of the research, 9 articles published in 2018, 12 articles published in 2019, 9 articles published in 2020, 9 in 2021, 6 in 2022 and 4 articles in 2023 were found. So far, the lowest number of articles meeting the search criteria is concentrated in the year 2023, probably due to the period of the research, with the highest number referring to the year 2019.

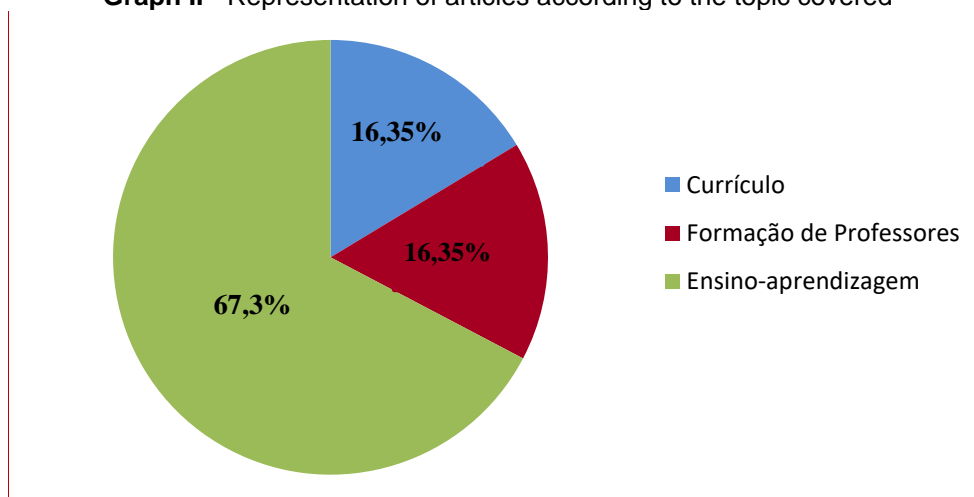
**Graph I - Articles published between 2018 and 2023**



Source: Elaborated by the author (2023).

As for the subject matter of the studies investigated, three central themes were identified, all linked to the production of knowledge about Youth and Adult Education: Curriculum (8 articles); Teacher Training (8 articles); and Teaching and Learning in the EJA (33 articles), as shown in Graph II.

**Graph II - Representation of articles according to the topic covered**



Source: Prepared by the author (2023).

From the results found, it can be seen that the studies focused on teaching and learning in the EJA, according to the eligibility criteria adopted in this research, represent more than double the number of studies focused on the other topics mentioned. These studies generally address aspects related to pedagogical practices in the EJA with a view to promoting learning and the identity of these subjects, respecting their previous knowledge, experiences and expectations in relation to basic education training. Most of the articles analyzed reiterate the need to give a voice to young people and adults in the EJA by adopting methodologies that are consistent with their peculiarities and that contribute to the construction of knowledge and its application in everyday life.

Although this is an important result in terms of the paths to be taken in order to achieve meaningful learning in the EJA, bringing up necessary reflections and denoting a concern on the part of researchers about the effectiveness of quality teaching in this type of education, one cannot fail to emphasize that just as important as teaching and learning in the EJA is teacher training to work with this target audience, and a review of the EJA curriculum is equally pertinent.

### 3 Conclusions

The EJA is a place of law that has a lot to offer. It is a place rich in successful experiences and also in suffering, resistance and struggle. These are students who left the classroom for different reasons and who today are looking for a welcoming school that respects their uniqueness and considers them as subjects with histories and rights. With regard to EJA students, Dantas, Maia and Paz (2016, p. 39) state that it is necessary to “get to know their history, culture and customs, understanding them as subjects with different life experiences who, at some point, left school due to social, economic, political and/or cultural factors”.

This scenario calls for educators to work on the “we”, enhancing students' curiosity, developing the ability to read reality and act to transform it. Educators must not remain oblivious to the students' context. In this vein, Aquino (2015, p. 135) considers that the educator should “choose problems to be worked on in everyday school life, giving life and meaning to activities”.

In line with Aquino's idea, Goergen (2010, p. 14-15) points out that “education is on the threshold of a new era, a great turning point from education focused on identity - me - to education based on identity - we”. In the same vein as Goergen (2010), Gadotti (2013) points out that knowledge cannot be built by ignoring students' knowledge.

When education contributes to “giving a voice” to the individual, it legitimizes its role in building a more egalitarian society, enabling the individual to leave the role of supporting actor and become, in addition to being the protagonist, the author of their history. Therefore, teaching young and adult students is guided by a methodology geared towards the reality of these subjects, through a contextual study of the student, carrying out the investigation, problematizing the findings of the investigation, reflecting on the action and, consequently, on liberation/transformational action.

Although many educators have specific training to work in basic education, they don't know how to deal with the specific characteristics of EJA students, which in turn compromises the quality of teaching. On the other hand, the curriculum of this type of education is also an unfavorable factor for learning, since it often follows the proposal of regular education students and takes little account of the knowledge already built up by

young people and adults based on their multiple relationships (work, culture, family, society, etc.).

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<sup>i</sup> Juarez da Silva Paz, ORCID: <https://orcid.org/0000-0001-7575-5350>

Faculdade Brasileira do Recôncavo- FBBR

Doutor em Difusão do Conhecimento, Estágio de Doutorado Sanduíche na Universidade de Coimbra-Portugal. Mestre em EJA. Especialista no campo da Educação. Pedagogo, Professor da Faculdade Brasileira do Recôncavo (FBBR) e da Prefeitura Municipal de Cruz das Almas-BA.

Authorship Contribution: Text Writing.

Lattes: <http://lattes.cnpq.br/4252700315154137>.

E-mail: [juarez.paz@hotmail.com](mailto:juarez.paz@hotmail.com)

<sup>ii</sup> **Silvar Ferreira Ribeiro**, ORCID: <https://orcid.org/0000-0001-7036-7519>

Universidade do Estado da Bahia- UNEB

Doutor em Difusão do Conhecimento, Estágio de Doutorado Sanduíche pela Open University - Reino Unido - Knowledge Media Institute (KMi-OU), Mestre em Engenharia de Produção. Graduado em Pedagogia. Professor do DCHT-UNEB e do Programa de Doutorado em Difusão do Conhecimento. Authorship Contribution: Orientation of Text Writing.

Lattes: <http://lattes.cnpq.br/0130140163490918>.

E-mail: [silvarferreira@gmail.com](mailto:silvarferreira@gmail.com)

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