EDUCATION OF YOUTH AND ADULTS: REASONS FOR SCHOOL EVASION

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This work presents a cut from the documentary studies phase, from a research carried out in two schools, one from Cuiabá and another from Várzea Grande, Mato Grosso, Brazil. These reflections come from the research project called: Youth and Adult Education: Reason for school dropout. Executed by the Graduate Program of the University of Cuiabá-UNIC / IFMT, which promotes and analyzes, trying to understand the causes of school dropout, in order to subsidize the formulation and execution of educational policies. Three master’s studies are in development, converging efforts in this analytical field, focusing on the themes of feminine gender, curriculum, structure and school management. The studies aim to subsidize the construction of Pedagogical Pointers that provide reflections and curricular proposals to meet the expectations of students, who could not finish their studies in the appropriate time. The official surveys (IBGE, 2016) indicate that students do not complete their studies because of work reasons, lack of interest in staying in school, and in relation to women, the issues of early pregnancy and domestic work are identified as impediments to school life. However, in the initial studies it was evidenced that internal factors, of pedagogical specificities, have been contributing to school dropout. (Junior, 2015) already pointed out that in-school factors make EJA education difficult, stating that questions such as: school requirements, problems with teachers, inappropriate schedules and curricula different from the reality of the student, reflect a percentage of 57% of reasons that led to dropout. There is a need to discuss and analyze themes related to urban violence, low student purchasing power, family breakdown, inadequate school spaces and methodologies, difficulty in accessing and mobility of students to attend school. Documented sources, interviews, focus group techniques, and oral history are used in the studies. Students who have dropped out of school, those responsible for school management, are taking part in the survey. Documentary sources were consulted, gathered in the documentary collection of the secretariats of the schools. There was consultation to the Integrated System of Educational Management Sigeduca, to map macro data and to know basic references of the profile of students, comprising the period from 2012 to 2016. It can be admitted that high school dropout rates persist, when in only one school surveyed were 8,000 (eight thousand) students were enrolled, of which 2,795 (two thousand, seven hundred and ninety-five) students left the course. In the course of the research, a school integrates the EJA offer and was closed. Currently, there are problems in locating students, of 30 contacts are found only 6, due to socioeconomic vulnerability and change of residence. There is a lack of a program of careful monitoring of the school life of the students of the EJA.

**Keywords:** School Dropout. EJA. Reflections.

**References**
