

## **A look at academic production on youth and adult education**

When inventorying academic production in the field of Youth and Adult Education (YAE), the political potential is emphasized by articulating the socialization of research on different aspects of Youth and Adult Education, as a modality of Basic Education, with a view to contributing for the construction of a more fruitful and collective knowledge in this investigative field.

In this way, the dossier consists of presenting a thematic edition of a set/panorama of articles written by national and international researches - Portuguese and Argentine - that, in their majority, result from interinstitutional research that emerged from the approved research project and with funding of the National Council for Scientific and Technological Development (CNPq - *Conselho Nacional de Desenvolvimento Científico e Tecnológico*) entitled Fundamentals and recurring authors in the Youth and Adult Education Field (YAE) in Brazil, coordinated by researcher Maria Hermínia Lage Fernandes Laffin (UFSC), who is also one of the organizers of the dossier whose objective was to survey and analyze the main thematic approaches located in scientific articles published and registered in the Platform of Periodicals<sup>1</sup> of the Coordination for the Improvement of Higher Education Personnel (CAPES - *Conselho Nacional de Desenvolvimento Científico e Tecnológico*) that address the YAE. The empirical field of this research was the set of these publications, the content analysis was developed situating theoretical-methodological approaches, concepts and recurring authors and deepening of the main authors and concepts that refer to such investigations. In this sense, the main goal was to identify the main foundations present in the productions resulting from research in the field of Youth and Adult Education in Brazil.

Most of the articles (six) have their origin in the systematized results and fall within the scope of the studies of the Group of Studies and Research in Youth

---

<sup>1</sup> Source: <https://www.periodicos.capes.gov.br/> Accessed on Mar 01, 2020.

and Adult Education<sup>2</sup> (EPEJA - *Grupo de Estudos e Pesquisas em Educação de Jovens e Adultos* / UFSC). Such results, socialized in this dossier, consist of critically presenting the themes, theoretical trends and methodological aspects of the academic production in YAE, situating some of the categories from the initial survey of national research. For the production of the articles, there was a general guideline for the researchers / authors, however, each one had autonomy for the elaboration of the texts, even according to their writing style and the specific characteristics of the thematic categories addressed and the corresponding theoretical foundations, which did not generate impasses, but enriched the set produced. In addition to the results of the research, researchers from Portugal and Argentina who expand the debate about YAE in their countries in their articles were invited.

It is important to note that the eight scientific articles maintain, among themselves, a thematic, methodological and / or theoretical articulation and constitute an important and innovative contribution to the field of Education, particularly of the YAE. The articles are presented below, mapping the Youth and Adult Education, a field in expansion and reframing, often overlooked by educational policies, research and funding.

In this context, we'd like to call your attention to the image on the cover of this dossier, which features the watercolor "Fábio's wind" (O vento de Fábio), by Fábio Vieira de Santana, a student in the Youth and Adult Education, at the public school Licya Pedral, in Vitória da Conquista – Bahia, Brazil. In this image, the author represents the students and their knowledge, subjects and major reason for the Youth and Adults Adult Education<sup>3</sup>.

The first article was written by researcher professor Paula Guimarães, from the Institute of Education, University of Lisbon, Portugal and doctoral student Ágata Regiane Quissini, also from the Institute of Education, University of Lisbon, Portugal and professor at the Catarinense Federal Institute - Campus Camboriú, named **The scientific production on Adult Education in Portugal: what do the doctoral theses tell us?**. The researchers aimed at presenting how the academic production in the field of Adult Education is characterized in the last two decades in Portugal, particularly in doctoral theses. Therefore, they analyzed doctoral

---

<sup>2</sup> For more info on the group: <http://dgp.cnpq.br/dgp/espelhogrupo/10005> Accessed on Mar 01, 2020.

<sup>3</sup> Source: NASCIMENTO, Dileide Matos do. Processos Artísticos Experienciais mobilizados por estudantes da EPJAI em Ateliês de Pesquisa-Formação: origens e características. Dissertação de Mestrado Acadêmico em Ensino. Orientador: José Jackson Reis dos Santos. Universidade Estadual do Sudoeste da Bahia, UESB. Vitória da Conquista, 2018.

theses of Portuguese universities, from 2000 to 2018. As main results, they point to the fact that this scientific production is generally based on good theoretical and empirical debates and with an innovative nature in the scope of knowledge production. They also highlight the increase in the number of theses related to the development of public policies for the field after the 2000s.

The second article, named **Alphabetization and literacy in youth and adult education: mapping academic production in journals in Brazil**, written by researcher Marinaide Lima de Queiroz Freitas from the Education Center (CEDU) of the Postgraduate Program in Education (PPGE - *Programa de Pós-Graduação em Educação*) of the Federal University of Alagoas (UFAL), Nara Elisa Gonçalves Martins-Oliveira and Ana Luísa Tenório dos Santos, master and doctoral students in the PPGE of UFAL. It also involved researcher Paulo Teixeira Marinho from the Educational Intervention Research Center (CIIE - *Centro de Investigação de Intervenção Educativas*), of the Faculty of Psychology and Educational Sciences of the University of Porto (FPCEUP - *Faculdade de Psicologia e de Ciências da Educação da Universidade do Porto*), in Portugal.

In the study, the authors situate the investigation that aimed at mapping the themes, categories, objects of analysis and main authors that base the studies on alphabetization and literacy, in Youth and Adult Education (YAE), having as empirical field a set of research publications socialized in journals. The results showed a multiplicity of objects of study, among which the analysis of alphabetization and literacy practices predominate. In addition, the analyzed productions point to an empirical basis of formal education-training contexts and an intertwining between alphabetization and literacy, demonstrating the complexity of how the meanings and terms have been reframed.

Adriana Regina Sanceverino, professor of the Postgraduate Program in Education at the Federal University of Fronteira Sul (UFFS), Ivanir Ribeiro - Educational Psychologist at the Federal Institute of Santa Catarina (IFSC) and Maria Hermínia Lage Fernandes Laffin - Professor of the Postgraduate Program Graduated in Education from the Federal University of Santa Catarina (UFSC) are the authors of the third article, named **State of knowledge of research on learning of young and adult people in the field of YAE**. The text aims at understanding the main theoretical and methodological foundations that support studies on learning, recurrent authors and the trajectory of supervisors in the field of YAE. They situate an approach of an inventive and descriptive nature of

academic production on the theme of learning in YAE. As a result, the authors highlight the reduced number of articles identified in this survey, which focuses on the analysis of youth and adult learning and that the theme learning still demonstrates a certain invisibility in the context of theoretical production on development and learning, since these theories refer historically and predominantly to children and adolescents, and these processes are much less explored in relation to adult life, which has important implications for YAE.

The fourth article, named **Research on Secondary Education in YAE: an analysis of articles from journals platform Capes** is written by researcher Jaqueline Pereira Ventura from Fluminense Federal University (UFF), Thays Espindola Cruz and Catharina Ferreira da Costa Marques, Social Sciences students from the same university. The text presents a bibliographic study from the survey, systematization and analysis of academic production on the Education of Youth and Adults in Secondary Education (YAE / SE), of the articles available on the Portal of Journals of the Coordination for the Improvement of Higher Education Personnel (Capes - *Coordenação de Aperfeiçoamento de Pessoal de Nível Superior*). They analyzed 43 articles, organized into 3 thematic axes: Secondary Education in the YAE modality; National Program for the Integration of Professional Education with Basic Education in the Youth and Adult Education Modality (Proeja); YAE / SE as locus of research. The results showed that YAE in high school is not yet configured as the main object of research, but it is often mentioned only as the locus of the investigation or understood from Proeja.

**Contributions of research on Technologies and Teacher Training in the field of YAE** is the article written by Sonia Maria Haracemiv and Etiène Guérios, research professors of the Postgraduate Program in Education (PPGE) of the Federal University of Paraná (UFPR), by the doctoral student Ana Maria Soeke and by master student Larissa Barbosa Luiz Rodrigues da Silva, from the same university.

In this fifth article, the researchers present a mapping of research contributions that address the specificities of the field of Youth and Adult Education (YAE) and that bring, in their scope, the themes of Technologies and Teacher Training. The investigation constituted a bibliographic study in a qualitative approach in which 69 articles indexed in the Base of Capes Journals were selected, from 2007 to 2017, categorizing the productions related to other concepts such as: teacher training and professionalization; teaching knowledge;

continuing teacher education; pedagogical practices; supervised internships and public policies in Education. As a result, the researchers highlight the diversity of themes and the breadth of the theoretical framework adopted in the analyzed studies, according to the categorized themes.

The sixth study is named **Youth and Adult Education and Popular Education: a study on productions in journals**, by research professor Ivanilde Apoluceno de Oliveira, from the Postgraduate Program in Education (PPGE) of the State University of Pará (UEPA), in co-authorship with Hanna Tamires Gomes Corrêa Leão Teixeira, master student at PPGE / UEPA, Isabell Theresa Tavares Neri, PhD student at PPGE / UEPA and Priscila Costa Soares Leite, master in Education at the same program.

In the article, the researchers locate the results of the survey of articles in journals evaluated by the Qualis System of Capes, with studies on Youth and Adult Education and Popular Education. In methodological terms, this is a state of knowledge in which they analyzed both abstracts and texts in their entirety, in addition to references, in which they categorized 17 articles identified from 2003 to 2017. The object of study of the articles was organized into 3 thematic axes: Youth and Adult Education, Paulo Freire Education and Popular Culture, which were grouped into subthemes: a) public policies, popular education, history, university extension, environmental education and geography; b) theater and culture, and art and literature; c) popular religious events, pointing to an interaction with various areas of education. The researchers point out that they identified that Paulo Freire is the most mentioned author, highlighting the importance of his educational thoughts for the Youth and Adult Education and Popular Education.

The last two texts, despite not being included in the interinstitutional research presented in the previous articles, maintain theoretical coherence with the thematic axis of the dossier and expand or bring studies from two other countries, Portugal and Argentina.

**Recognition and validation of acquired experiences of adults with little schooling in Portugal: an innovative public policy measure?** is written by researcher professor Carmen de Jesus Dores Cavaco of the University of Lisbon Institute of Education (UIDEF), Portugal. In the text, the researcher analyzes the process of recognition and validation of acquired experiences, a public policy measure aimed at adults with little schooling in Portugal. The analysis results from a qualitative investigation based on semi-structured interviews with technicians

and trainers responsible for implementing the process under study and biographical interviews with certified adults. The main results point to the possibility of identifying some elements of innovation in the process of recognition and validation of acquired experiences in Portugal. It highlights two of these elements of innovation: the use of biographical methodology and life history, and the monitoring by the guidance technician, recognition and validation and by the trainers. The author highlights the elements presented as contributions to the oriented process of recognition and validation of experiential acquired, for the expansion of the educational qualification of adults and, particularly, for presenting a training potential for the adults involved.

Lastly, there is the article **Initial teacher training for Youth and Adult Education in Argentina and Brazil**, written by Monica de la Fare from the Pontifical Catholic University of Rio Grande do Sul, by Esther Levy, from the Department of Science of Education – Faculty of Philosophy and Arts of Buenos Aires University, Argentina, and by Inés Cappellacci, from the Department of Science of Education – Faculty of Philosophy and Arts of Buenos Aires University, Argentina. The researchers situate an exploratory study with a socio-historical approach to comparative research in Education, using documentary analysis and quantitative data from national statistics. They seek to show the deficit that both countries still show in national educational policies aimed at training teachers for YAE. They found out that the youth and adult education has historically had a marginal space in the educational systems of most countries in Latin America, and that Argentina and Brazil show advances in its recognition as an educational modality in the norms of legal recognition of the right to education, with requirements of its own educational methodologies and strategies and modes of organization, specific to the educational offer. They emphasize in their conclusions that, however, the initial training of teachers to work in YAE is still an emblematic issue in both contexts.

The articles herein presented point out balances in the field of knowledge of Youth and Adult Education and the debate on their particularities in the context of social practices. By taking YAE as an object of research and production through the realization of systematic theoretical balances, it is possible to notice the movement of this field of knowledge which requires (re)signifying and reconstituting new perspectives and approaches for the advancement of academic-scientific knowledge.

Reiterating, the dossier seeks to contribute to the strengthening of the field of Youth and Adult Education in Brazil, seeking the contribution of national authors from different regions of the country and from other countries, in order to objectify policies for the provision of YAE, teacher training and funding for new research and publications.

In the current scenario of different mechanisms of the current federal government to dismantle rights, commercialize processes and privatize education and cut funding for higher education and foster research, it is necessary, more than ever, to resist and invest in studies and research in this field of knowledge so full of educational practices, plural subjects and spaces of struggle for the right to education, because:

If man's ontological vocation is to be a subject and not an object, it can only be developed to the extent that, reflecting on his temporal-spatial conditions, he inserts himself in them critically. The more he is led to reflect his situation, on his temporal-spatial grounding, the more he will “emerge” from it consciously “freighted” with commitment to his reality, in which, because he is a subject, he must not be a mere spectator, but must be more and more. (FREIRE, 1979, p. 35)<sup>4</sup>

Researching and producing in the field of YAE is part of the struggle and commitment to its subjects and to reality and, as Freire (1979) points out, of not being mere spectators, but sowing YAE as space of “being more and more”. Resisting and fighting is to think about YAE in contexts of resistance and struggles for the guarantee of the constitutional social and political rights of the population.

We wish you a pleasant reading, good studies and resistances full of hope!

Santa Catarina Island, March 2020

### Organizers

Maria Hermínia Lage  
Fernandes Laffin (UFSC)

Adriana Regina Sanceverino  
(UFFS)



<http://www.perspectiva.ufsc.br>

<sup>4</sup> FREIRE, Paulo. Educação e Mudança. 12ª Edição. Paz e Terra. Rio de Janeiro, 1979.