

**MANAGERIALISM IN EDUCATIONAL POLICY FOR ELEMENTARY EDUCATION
OF YOUTH AND ADULT EDUCATION AND DEHUMANIZATION**

**O GERENCIALISMO NA POLÍTICA EDUCACIONAL PARA O ENSINO
FUNDAMENTAL DA EDUCAÇÃO DE JOVENS E ADULTOS E A
DESUMANIZAÇÃO**

**GERENCIALISMO EN LA POLÍTICA EDUCATIVA PARA LA EDUCACIÓN
PRIMARIA DE JÓVENES Y ADULTOS EDUCACIÓN Y DESHUMANIZACIÓN**

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ABSTRACT

Based on a case study of the provision of Youth and Adult Education (EJA) in a municipal school, this article highlights the implications of managerial perspective policies for this modality of education. The objective is to analyze the influence of the neoliberal state and managerialism on education and its dehumanization with the support of some authors such as Freire, Newman, Clarke and Ball. The approach is qualitative and the methodology used was document analysis. It is concluded that the advance of managerialism in educational policies has harmful implications for EJA, hindering access to humanizing education and the permanence of students.

Keywords: Managerialism. Educational Policy. EJA. Education.

RESUMO

A partir de um estudo de caso de oferta de Educação de Jovens e Adultos (EJA) em uma escola da rede municipal, este artigo evidencia implicações das políticas de perspectiva gerencialista para esta modalidade de Ensino. O objetivo é analisar a influência do estado neoliberal e do gerencialismo na educação e sua desumanização com suporte de alguns autores como Freire, Newman, Clarke e Ball. A abordagem é qualitativa e metodologia utilizada foi análise documental. Conclui-se que o avanço do gerencialismo nas políticas educacionais tem implicações nefastas para a EJA, dificultando o acesso a uma formação humanizadora e a permanência dos estudantes.

Palavras-chave: Gerencialismo. Política Educacional. EJA. Educação.

RESUMEN

A partir de un estudio de caso de la impartición de Educación de Jóvenes y Adultos (EJA) en una escuela municipal, este artículo destaca las implicaciones de las políticas de perspectiva gerencial para esta modalidad de educación. El objetivo es analizar la influencia del Estado neoliberal y el gerencialismo en la educación y su deshumanización con el apoyo de algunos autores como Freire, Newman, Clarke y Ball. El abordaje es cualitativo y la

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metodología utilizada fue el análisis documental. Se concluye que el avance del gerencialismo en las políticas educativas tiene implicaciones nocivas para la EJA, dificultando el acceso a la educación humanizadora y la permanencia de los estudiantes.

Palabras clave: Gerencialismo. Política Educativa. EJA. Educación.

1 INTRODUCTION

Since the Brazilian Federal Constitution of 1988, education has been a fundamental constitutional right and, over the years, different policies have sought to consolidate equal access to the school system. Although there have been improvements in access to education in recent decades, many authors indicate that there is a reduction in education to schooling, indicated, in particular, by the lack of understanding of the student in the context in which he is inserted and of reflection and action on the world. In this line of thought, it is important to work with students to build a critical view of reality, seeking humanization in people's daily lives and removing the priority character of commodification of human relations.

In recent times, we have experienced reforms in Brazil that have affected public policies and precariousness is advancing in several areas, with defenses in favor of privatizations and reduction of public investments. These reforms have a managerialist profile with an ultraliberal perspective of management, which advocate the reduction of the role of the State, handing over public services to private initiative. Public education is inserted in this perspective, in a scenario of projects with a vision of efficiency and results, increased control over the educational process and progress in large-scale evaluations.

Educational policies based on managerialism present criteria of efficiency, productivity, competitiveness and performance, prioritizing results to the detriment of processes, and excluding or reducing humanistic perspectives in education. It is understood that, with this perspective, they will have an exclusionary dominant character, since the market, that is, purchasing power, is a reference for the experiences planned with a competitive character.

Taking CNE Opinion 11/2000 as a reference, Youth and Adult Education (EJA) has specific purposes and functions in order to serve people who did not have access to schooling.

For this, the work presents characteristics of managerialism and its implications in educational policy and later discusses aspects of this policy put into practice in a school of a municipal education network in Rio Grande do Sul. In this way, it presents the network and the school in question, characterizes the students and presents curricular movements that occurred in the network.

Considering aspects presented, part of a study developed in a dissertation, the objective of this article is to demonstrate implications of the managerialist policy for the EJA modality. It is concluded that the advance of managerialism in educational policy has harmful

implications for EJA, making it difficult for students targeted by this policy to access and remain in the school environment.

2 MANAGERIALISM AND YOUTH AND ADULT EDUCATION

With the development of industrialization and the advancement of technologies in the world of work, the need to offer education was comprehensive to various social sectors, especially to meet the demands of the economic system. For Arroyo, "The strategy of the bourgeoisie seems to be to hand over the education of the people to the professional educators in the school system, as long as it retains control of its school of producing workers..." (2012, p.124). Thus, from this perspective, education is not playing a role in enabling social inclusion, identifying and reading the world and the critical and humanizing formation of students, helping to understand their rights and the formation of citizenship.

EJA was built in the context of popular struggles with the objective of providing people who did not have access to attend school at the appropriate age with the opportunity to return to formal education, with pedagogical projects built to meet the specificity of this school population. Indicating a clash in this educational offer, Arroyo describes: "workers are denied the right to understand the wealth of knowledge with which they try to intervene and alter their daily lives. A tension experienced in schools and in EJA." (2017, p.143).

Considering the advance of aspects of managerialism and the perspective of the neoliberal state, which preaches financial austerity in relation to social spending, reducing, for example, investments in education, and, consequently, the increase in the exclusion of students from EJA, it becomes important to address and debate this issue in order to present the contradictory to this logic in the search for inclusion through education, which according to Mészáros is "The only force capable of contributing positively to the new process of transformation [...], thereby fulfilling its role as a social organ..." (2015, p.102)

We can identify that in Brazil, we are experiencing phases of reduction in the role of the State, with economic policies of austerity which have as a consequence the reduction of opportunities for the weakest layers of the population. The experimentation of various models that are presented and on the border between public and private, focusing on productivity and results, focuses on preparing for an educational market of product and service offerings.

The managerialist model seems to be hegemonic in educational policies, with its efficiency and productivity indexes, evaluation tests at all levels, school *rankings*, and many other indicators to guide the financing of education policies, or rather, of educational

management policies. What we have increasingly experienced are models and more management models, and what we do not see improving is education. (HYPOLITO, 2008, p.77).

Although the managerial model is presented in the period between the 1980s and 1990s, we understand that this concept contributes to the discussion of educational policies for EJA today, as Newman and Clarke describe: "We coined the expression managerial state in an attempt to give a name to the processes of cultural and political transformation that were taking place in Great Britain in the 1980s and 1990s under the command of Margaret Thatcher..." (2012, p.354).

A school will be "good" considering competitiveness as one of the criteria. In many cases, the budget is directed according to performance and results in external evaluations. To meet these criteria, schools adopt the logic of selectivity, keeping students more capable and "defending themselves from difficult students", for example, students with special needs. Regarding selectivity, Newman and Clarke describe: "Selectivity is an organizational logic that seeks to keep students more capable so that they can perform well on the exam success leaderboards and thus attract good quality client parents." (2012, p.366)

This logic of competitiveness, selectivity stimulates the amount of accumulated results, but which does not prioritize reflection, thinking about the world of critical and transformative consciousness as Freire describes: "The more students exercise themselves in archiving the deposits that are made to them, the less they will develop in themselves the critical awareness that would result in their insertion in the world, as transformers of it. As subjects." (2023, p.83)

Managerialism points out as one of its characteristics the dispersion that, as Newman and Clarke describe: "The dispersion of state power required new types of agents who could act autonomously in the interests of organizations..." (2012, p.363). It considers the power of the State transferred to a framework of managerial agents: - outsourcing, - public-private partnerships and consortia, elements that are examples of mechanisms for the dispersion of State power.

In this sense, Newman and Clarke also state: "It is this complex process of liberation that has led us to characterize managerialism as the basis for the dispersion of state power. This dispersion is fundamental for the emergence of a new form of state that we call the managerial state." (2012, p.363).

Managerialism in public administration is based on a neoliberal conception removing responsibilities from the Welfare State, Ball describes "[...] the change, which concerns citizens, from a position of dependence on the Welfare State to a role of active consumer." (2004, p.1107)element. As a consequence of this process, for example, the school community becomes responsible for activities that were previously functions of the State.

Still in relation to neoliberalism, the author writes: "Neoliberalism is about money and minds, and as I will continue to argue, it is a nexus of common interest between the various forms of contemporary capital and state." (BALL, 2014, p.26)

A management of performance, goals, productivity and results, in the interest of capital, which the managerial model defends. Ball states "Increasingly, the business world focuses on education services as a growing area in which considerable profits must be made." (2004, p.1111).

The difficulty of access to schooling for various reasons - family and social conditions and the need to enter the world of work, history of prejudice, among others, lead students to abandon school life early, contrary to their expectations in the search for a better job and, consequently, better living conditions, evidencing a selective educational policy characterized by an internalized managerial policy:

What needs to be confronted and fundamentally changed is the *entire* internalization system, with all its dimensions, visible and hidden. Breaking with the logic of capital in the area of education is therefore equivalent to replacing the ubiquitous and deep-rooted forms of mystifying internalization with a *comprehensive concrete* alternative. (Mészáros, 2015, p.47).

In managerialism, professionals are encouraged to manage the search for organizational efficiency. Waves of restructuring are developed in organizations, quality and the constant search for excellence, with a focus on market indicators, always centered on the customer, echoing as a modern discourse according to Newman and Clarke: "[...] Discursive isomorphism: a language that everyone needed to speak in order to sound *Modern*." (2012, p.361).

In this sense of efficiency in search of results and excellence, a process of reforms is stimulated, seeking to develop entrepreneurial behaviors, we demonstrate in the following section an analysis of this educational policy.

It is evident that the various characteristics presented of managerialism are for neoliberal logic as a tool of the capital system aiming to continue, without establishing a

dialogical relationship with the school community and with a concern for maintaining "things" as Freire describes: "And the more they control the oppressed, the more they transform them into a "thing", into something that is as if it were inanimate." (2023, p.64)

3 CHANGES IN THE EJA CURRICULUM ELEMENTARY EDUCATION IN A MUNICIPAL SCHOOL OF BASIC EDUCATION: EXCLUSION OF HUMANIZED TRAINING

In this section, we present and analyze the curricular changes of EJA in a municipal school in Pelotas/RS. In Pelotas, according to the 2022 Demographic Census carried out by the Brazilian Institute of Geography and Statistics (IBGE), the population is 325,685 inhabitants, the total number of students enrolled in elementary school in 2023 is 37,252 students. Regarding the number of elementary schools in 2023, there were 131 schools and the number of high schools in 2023 was 36 schools in the municipality of Pelotas.

The municipal network of Pelotas has 94 schools, including the Colégio Municipal Pelotense (CMP), founded in 1902 by Freemasonry. Its creation refers to a political-ideological dispute as described by Amaral: "At first, this history necessarily refers us to the fierce political-ideological dispute that involves Freemasonry and the Catholic Church, especially in the first decades of the twentieth century." (2005, p.16). Freemasonry founded the Colégio Municipal Pelotense at the time "Gymnasio Pelotense" with one of the objectives of presenting an alternative in the educational field of a quality secular education, where freedom of conscience would be ensured.

In its first years of operation, it was intended only for boys from wealthier social classes, to have access it was necessary to pay, under a boarding and day school regime. From 1913 onwards, girls were accepted to study together with boys, although they were, for some decades, a minority in the school.

After passing through smaller buildings, in 1961 it was transferred to its current location where it became one of the largest municipal public schools in Latin America. It has a total area of approximately 17,500m², with more than 40 classrooms, several laboratories per teaching area, two auditoriums, covered gymnasium, sports courts, computer labs, Museum, Library, among other spaces and didactic sectors. With a staff of approximately 280 teachers, 130 employees and 3,000 students, it is the only high school in the municipal education network of Pelotas.

In the municipality of Pelotas, EJA was regulated through Resolution No. 01/2011 of the Municipal Council of Education of Pelotas in August 2011.

Colégio Municipal Pelotense is the school that has the largest offer of vacancies for EJA in the municipal network. In March 2023, it had approximately 121 students enrolled in EJA elementary school and 158 students enrolled in EJA high school, in a total universe of approximately 1500 EJA enrollments in the municipal network of Pelotas. CMP is the only school that offers EJA for high school among the 20 municipal schools that offer this modality.

When analyzing which groups are interested in the formulation and modification of the curriculum, it is important not only to consider the content in the analysis, but also the way to deal with them and who the proposed contents serve.

Curriculum planning requires a look that promotes the permanence of EJA students to complete their studies and a constant debate for the contextualization of the curriculum focused on the student's reality, prioritizing the way to deal with the contents, in this sense Barcelos describes:

What I want to present here, as a point for reflection, is the fact that when we think about the curriculum in Youth and Adult Education, we end up following the same guidelines and curricular perspectives that led us to the current curriculum models in the other so-called regular modalities of education – Early Childhood Education, education in the early years, final years, in High School and, As it could not be otherwise, in the initial training of teachers in university education. We invariably start from a vision that prioritizes content and not how to deal with it. To put it more bluntly: we are concerned with valuing the what much more, to the detriment of the how. (2012, p.34)

The way in which the contents are presented is one of the elements that determine the teaching/learning process in EJA. Thus, it is important to consider cultural histories, their experiences and accumulated knowledge; by disregarding and hiding cultural history in school curricula, we start to contribute to a false cultural history, as Arroyo mentions:

Our cultural history has been segregating from other cultures. Hiding this from the young people and adults who are victims of this story is not formative. School curricula have contributed to this concealment and to the maintenance of a false cultural history. A critical intercultural dialogue will have to start from this real story. Not to hide it, but to work it in schools and as adolescents, young people and adults who arrive carrying a past and a present of exterminations, segregation of the cultures of their collectives. (2017, p.181)

Considering existing knowledge and its cultures with acceptance and affectivity when conceiving the EJA modality cannot be confused as a compensatory form and a complementary form.

From the perspective of a humanizing education, the great challenge is the construction of a curriculum that enables learning permeated by the various realities of students, which is fundamental for building bonds in the context of school spaces, so for this construction to occur, dialogue is necessary, as Freire mentions: "Dialogue, as a meeting of men for the "pronunciation" of the world, is a fundamental condition for its real humanization." (2023, p.184).

However, we also face a situation in which curricula are planned for the training of flexible workers, as Antunes describes: "The education currently required by capital must be "agile", "flexible" and "lean", as are the companies managed by the Toyotist system." (Arroyo, 2017. p.100).

Curricular standardization is also an element for discussion in contrast to the need to consider the reality of the students' locations and contexts. In general, the proposals presented by the municipal and state education systems impose traditional controls and standardizations, as mentioned by Oliveira:

But, even so, the constitution of differentiated curricular proposals in public schools is not simple, due to the tradition of controls (often taken as accompaniment) and standardization that mark the *modus operandi* of municipal and state education systems. (2007, p.34)

A narrowing of the curricula, together with the curricular standardization, directly affects the EJA modality, making it difficult to build curricular alternatives that consider the specific needs of EJA. As discussed above, currently the proposal for students in this modality is to adapt the curricula of basic education, disregarding the specificities of this modality, making it difficult for these students to adapt and remain in the school system and, in this way, denying the student the opportunity for social emancipation. The adaptation of the curriculum was carried out without the participation of young people and adults, and it is absurd as described by Freire: "In the same way, it seems absurd to them to affirm that it is indispensable to listen to the people for the organization of the programmatic content..." (2023, p.210).

EJA students, in many cases, are students with shaken self-esteem, are breadwinners, are elderly, work, prioritize finishing quickly to increase their chances in the job market, among other characteristics.

There is a diversity in EJA classes: generational differences, students with a high repetition rate, inclusion of people with different limitations, gender and ethnic-racial issues,

distance from housing and bus schedules, etc. Thus, there are several challenges for EJA students, and if not overcome when they return to school, they will continue to contribute to the exclusion of the community.

To materialize the perspectives, difficulties and general characteristics of EJA students, we will present the results of a survey carried out in 2019 at the CMP, based on the application of a questionnaire called "Knowing the Student" to 60 students (out of a population of 160 at the time) of EJA Elementary School. The questions sought to identify issues such as the age of the students, time away from school, reasons and difficulties to attend school, students who work, number of children, identification of students who have a computer with internet access.

As for the average age, we identified that more than 50% of the students are over twenty years old, and in the age group between 20 and 40 years old most students are men, while over 40 years old the predominance is women. Regarding the time away from school, it was found that more than 60% of the students had been away for more than 05 years.

In the survey on the difficulties that students have to be able to attend school, the item tiredness after a day of work was the most highlighted by the students and the distance from the school the second most highlighted.

About the analysis of those students who work; Practically 50% of students work, a very equal number in terms of male and female gender, as practically half of men work and half of women also work.

As for the surveys on students with children, they identified that women are in greater number who study and have children and these students are almost 70% over 30 years of age, which shows that women stay away from school to remain with their children, returning later to their studies.

As for having a computer and internet access at home, 30% did not have a computer and internet access. This reality was evident in the Pandemic: in our school practice, we observed an increase in dropout.

Another element analyzed in the questions was the reasons that led students to seek EJA. The main one was to finish their studies quickly, however, the second most answered is to enter a University and in this data it is important to highlight that 50% more women gave this answer compared to men, which gives us evidence that women aim to continue their studies beyond high school.

Spent to discuss structural issues of the EJA offer in the municipal network of Pelotas and in the CMP. We started from the organization of the EJA offer in the network. Until 2019, it was made available in municipal schools located in different neighborhoods of the city, totaling 27 schools. That year the EJA offer was reorganized and five nuclei were implemented: Núcleo Fragata serving 04 schools, Núcleo Areal 03 schools, Núcleo Três Vendas 03 schools, Núcleo Centro/Porto 03 schools and Núcleo Bom Jesus 02 schools. It is observed that 10 schools closed in the EJA service with the justification of rationalizing human and financial resources and optimizing pedagogical practices, centralizing the classrooms under the justification of the reduced number of students attending classes. The offer through the centers makes access more difficult, and the data presented above indicated the distance from school as one of the main difficulties for EJA students to be able to attend school. Therefore, it is to be expected that the distance from their places of residence will increase the dropout of EJA students.

To reflect on the curricular organization, we will take as given the curricula of the EJA Elementary School of the CMP, analyzing and discussing the changes that occurred in the EJA curriculum, implemented in 2020. We present in tables 1 and 2 the weekly workloads of the stages corresponding to the final grades of Elementary EJA; E-5 corresponds to the 5th grade, E-6 corresponds to the 6th grade and so on. Table 1 shows the curriculum that includes the workloads of the subjects offered until the end of 2019: the modules (classes) are 35 minutes and the workday takes place until 11:00 pm, lasting 4 hours and 10 minutes and a 15-minute recess break. The subjects Human Relations or Religion are free to choose according to the preference of each student, as well as Spanish or English. It is observed that some disciplines were not offered in all stages, such as Sociology, Ecological Foundations and Tourism.

Table 1

Curriculum of Elementary Education EJA in the CMP until 2019

Disciplines	Weekly Workload (in module)				Total Workload (in hours)
	E -5	-6	-7	-8	
Mathematics	5				11,00
Portuguese language	5				11,00
Sciences	3				7,50
History	3				7,00
Geography	3				7,00
Philosophy	2				4,00
Sociology	-				1,10
Physical education	2				4,60
Human Relations or Religion	2 /2	/2	/2	/2	4,60
Spanish or English	2 /2	/2	/2	/2	4,60
Art	2				4,60
Computer science	3				7,00
Ecological fundamentals	3				3,50
Tourism	-				3,50
TOTAL WEEKLY MODULES	3 5	5	5	5	81,00
Observations: Weekly modules: 35; 35-minute modules; Total Shift: 4h 10min (from 6:50 pm to 11 pm) and Recess: 15 minutes (from 8:35 pm to 8:50 pm)					

Source: Prepared by the author with data from the school office.

In Table 2, which describes the curriculum of Elementary School EJA of the CMP As of 2020, it is observed that the modules (classes) went to 45 minutes and the class day went to 4 hours in duration with its end at 10:50 pm, we observed that the total workload offered to students decreased from 81 to 72 hours.

Table 2

Curriculum of Elementary Education EJA in the CMP from 2020 onwards

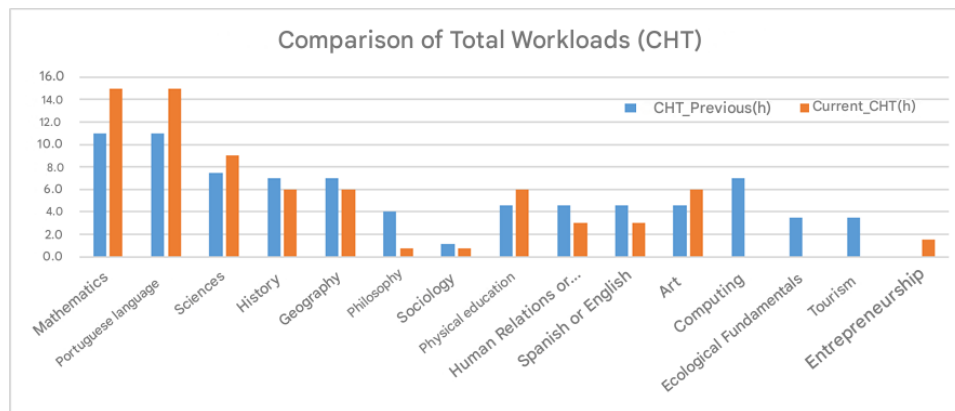
Disciplines	Weekly Workload (in module)				Total Workload (in hours)
	-5	-6	-7	-8	
Mathematics					15,00
Portuguese language					15,00
Sciences					9,00
History					6,00
Geography					6,00
Philosophy					0,75
Sociology					0,75
Physical education					6,00
Religious Education					3,00
Spanish or English	/1	/1	/1	/1	3,00
Art					6,00
Computer science					-
Ecological fundamentals					-
Tourism					-
Entrepreneurship					1,50
TOTAL WEEKLY MODULES	5	5	5	5	72,00
Observations: Weekly modules: 25; 45-minute modules; Total Shift: 4 hours (from 6:50 pm to 10:50 pm); Recess: 15min (from 20h20min to 20h35min)					

Source: Prepared by the author with data from the school office.

In the following Tables Present comparisons between the workloads of the disciplines and comparisons by areas of knowledge between these two curricular offers. Below we present figure 1 with the Comparison of the Total Workload of the Subjects of Elementary School EJA and figure 2 with the Comparison of the Total Workload of the Areas of Knowledge of Elementary School EJA.

Figure 1

Comparison of the Total Workload (CHT) of the Elementary School Subjects EJA

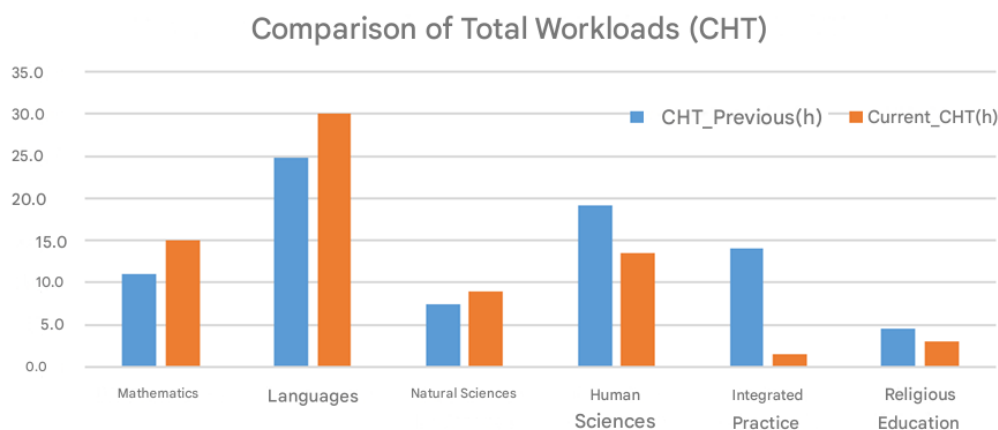


In the graph presented in figure 1, which is the comparison of the workload of the EJA Elementary School subjects, we identified the subjects that increased their workloads compared to the previous 2019 curriculum, the subjects that decreased their workloads, and we can also identify those subjects that were excluded from the curriculum.

The subjects that had an increase in their workloads were Mathematics, Portuguese Language, Science, Physical Education, Arts, Entrepreneurship. In turn, the disciplines that had their workloads reduced were History, Geography, Philosophy, Sociology, Human Relations (Religion), Spanish (English). We also observed that the disciplines of Mathematics and Portuguese Language were the ones that had the most increase in the workload offered, and in the disciplines that had a greater reduction, Philosophy is highlighted, as for the disciplines that were excluded, it is observed that informatics was the one that had the greatest offer previously.

Figure 2

Comparison of the Total Workload (CHT) of the Areas of Knowledge Elementary Education EJA



As for the graph that we present in figure 2 the comparison of the total workloads of the areas of knowledge of Elementary Education of EJA, the areas of Mathematics (Mathematics), Languages (Portuguese, English, Spanish, Art, Physical Education), Natural Sciences (Sciences), Integrated Practice (Informatics, Ecological Foundations, Tourism), Religious Education (Religious Education) were presented. We identified that the language area had a greater growth in its workloads with the new grid offered from 2020 and that the Integrated Practice area was the area that most reduced its loads in this new grid.

Integrated Practice is a curricular component worked on in EJA as described in the Municipal Guiding Document (DOM) which is the Curricular Reference of the Municipal Education Network of Pelotas prepared in 2020:

Among the curricular components worked on in EJA, in the municipal school network, the "Integrated Practices" (component with a specific workload within the curriculum are also offered), which is intended to work on skills and abilities that present students with critical reflections that promote their insertion in the complex world of work. This curricular component emphasizes themes that investigate the nature of work in contemporary times through the solidary, collective and sustainable perspectives, in which the paradigm of collaboration and cooperativism provide a new look from the perspective of young people and adults. (DOM, 2020, p.59).

The DOM sought to align itself with the norms of the document National Common Curricular Base (BNCC) and Gaucho Curricular Reference (RCG), approved in December

2017 and December 2018. THE BNCC (BRAZIL, 2017); is a normative document that defines the learning of students in the stages and modalities of Basic Education in accordance with the PNE and the RCG (RIO GRANDE DO SUL, 2018). It has a normative character defining the set of "essential" learning for students, in Rio Grande do Sul, of the stages and modalities of Basic Education in the state territory.

One justification for the exclusion of subjects was adaptation to the BNCC of elementary education, it is identified that, in general, they had the greatest increase in workloads was in the subjects of Portuguese Language and Mathematics. Also noteworthy is the reduction of Philosophy and Sociology, which were offered in almost all stages of the 2019 curriculum and which in 2020 were excluded from several stages. Another important reduction is in the area of knowledge of Integrated Practice, where practically all disciplines were excluded and Entrepreneurship was added.

By placing disciplines and contents on a scale of "essential learning" in the logic of competitiveness, selectivity, managerialism takes the place of humanism as described by Laval: "... *managerialism* has been gradually taking the place of humanism as a system of intelligibility and legitimacy of educational activity, justifying the increasing importance of administrators..." (2019, p.198)

We observed that Integrated Practice could correspond to a portion of the responses to the tensions experienced by EJA students, discussed earlier, but the current change has greatly reduced the perspective of this curricular component. We argue that it is necessary to analyze the curricula according to the reality experienced, their needs through the resumption of the learning process in the search for their citizenship by returning to school.

If we assume that the EJA student has already been denied access to education when, for different reasons, he has not completed his studies and when he returns he is seeking to recover his citizenship, it is necessary to consider that he brings with him a social knowledge already experienced. From this perspective, the curriculum needs to meet the specificities for this school modality/public: it is necessary to open temporal spaces in the curriculum for social knowledge, as described by Arroyo (2017): "Open the curricula so that they incorporate the knowledge of intervention in the daily life of the students" (p.151).

Some characteristics that managerialism imposes on education is the remodeling of the classroom to respond to the needs of the "Market" through curriculum controls as described by Ball: "The practice of the classroom is increasingly "remodeled" to respond to new external demands." (2005, p.548): this is what we can deduce from the change imposed

on the Integrated Practice in the current curriculum, the increase in the area of entrepreneurship and the reduction of the areas of informatics, tourism and ecological fundamentals.

It is also necessary for EJA students to have spaces to reflect on a more humanized curriculum and to be able to fight for it, as Freire describes: "The struggle for humanization, for free work, for de-alienation, for the affirmation of men as "beings for themselves" ..." (2023, p.41)

When the experiences and needs of EJA students for the construction of the curriculum are not considered, as well as themes related to the environment are not valued (removing, for example, the discipline Ecological Fundamentals) replacing them with entrepreneurship, the logic of capital and dehumanization is ratified.

4 FINAL THOUGHTS

Considering that the EJA modality has as its founding principle to welcome and guarantee access to education, students who for different reasons did not have the opportunity to complete their studies within the period considered appropriate, we associate ourselves with the perspective that it would be appropriate for this educational policy not to treat students simply as a number within a market vision of efficiency and effectiveness.

An educational policy for this population focused on reducing "expenses" and that, therefore, does not identify education as an investment and does not ensure technological means for interaction, does not popularize free access to the internet for all students, that creates nuclei to close schools and that reduces the curriculum in an instrumental perspective, operates in a logic that does not collaborate for the advancement of society, in the democratic perspective of equal opportunities and citizenship.

The concern with productivity, in results, with performance evaluations, not considering the specific realities of different populations, is a neoliberal agenda that advances in public education with the perspective of expanding the profits of the private sector.

In this text, we present characteristics of the managerialist policy in education and the various alternatives it presents to advance selectivity in a business organizational logic with classification tables and various market mechanisms. We also identified some characteristics of students in youth and adult education and some of the confrontations to achieve citizenship, assuming that a public school is not only one that is maintained by the

government, but that it must ensure access to all student populations, so that they participate in the construction, through humanization, solidarity and a social and democratic conscience.

Finally, we highlight aspects of the policies of the management model that affect the EJA teaching modality, which are criteria of competitiveness, productivity, performance, efficiency, seeking to develop entrepreneurial behaviors prioritizing results, preparing for the market and excluding working on a humanistic curriculum.

We conclude with the analyses presented that these neoliberal managerialist educational policies present harmful signs to the education of young people and adults, which requires the change of this logic so that access to education materializes as a right of all, as determined by the Federal Constitution.

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