

**YOUTH AND ADULT EDUCATION IN BRAZIL: CRITICAL ANALYSIS OF
POLICIES, RETENTION AND LEARNING IN CONTEXTS OF INEQUALITY**

**EDUCAÇÃO DE JOVENS E ADULTOS NO BRASIL: ANÁLISE CRÍTICA DE
POLÍTICAS, PERMANÊNCIA E APRENDIZAGENS EM CONTEXTOS DE
DESIGUALDADE**

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ABSTRACT

This study examines Youth and Adult Education (EJA) in Brazil, focusing on retention, learning, and recent policies. It maps challenges and improvement paths related to curriculum, teacher development, digital inclusion, and students' living conditions. Based on a five-year literature review combined with document analysis of regulations and programs, the paper synthesizes evidence on access, trajectories, and outcomes. Findings point to declining enrollments, irregular provision, and policy discontinuity, while highlighting promising initiatives in interdisciplinary projects, links to work and culture, technology-mediated teaching, and formative assessment. Suggested strategies include in-service teacher training, flexible schedules and spaces, contextualized materials, psychosocial support, active outreach, and data governance for monitoring student flows. The contribution lies in delivering practical syntheses for policy and pedagogy, offering indicators and guiding questions for local planning. The study aligns with agendas on educational equity, adult literacy, and lifelong learning, reinforcing EJA as a core public policy for reducing inequalities, expanding rights, and sustaining learning paths for people who combine study, work, and care.

Keywords: Youth and Adult Education. Retention and Learning. Public Policy. Digital Inclusion.

RESUMO

Este estudo examina a Educação de Jovens e Adultos (EJA) no Brasil, com foco em permanência, aprendizagem e políticas recentes. O objetivo é mapear desafios e caminhos de melhoria relacionados a currículo, trabalho docente, inclusão digital e condições de vida dos estudantes. Adota-se revisão de literatura dos últimos cinco anos em bases nacionais e internacionais, aliada a análise documental de normativas e programas, buscando identificar evidências sobre acesso, trajetórias e resultados. Os achados indicam queda de matrículas, oferta irregular e descontinuidade de políticas, ao mesmo tempo em que emergem experiências potentes em projetos interdisciplinares, articulação com trabalho e cultura, mediações tecnológicas e avaliação formativa. Sugerem-se estratégias: formação docente em serviço, flexibilização de tempos e espaços, materiais contextualizados, apoio

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psicossocial, busca ativa e governança de dados para monitorar fluxos. A contribuição do estudo está em organizar sínteses úteis para gestão e prática pedagógica, oferecendo indicadores e perguntas-guia para planejamento local. O texto dialoga com agendas de equidade educacional, alfabetização de adultos e aprendizagem ao longo da vida, reforçando a EJA como política pública essencial para reduzir desigualdades, ampliar direitos e sustentar percursos educativos de pessoas que conciliam estudo, trabalho e cuidado. Resultados orientam decisões, investimentos, acompanhamento e pactos intersetoriais locais duradouros.

Palavras-chave: Educação de Jovens e Adultos. Permanência e Aprendizagem. Políticas Públicas. Inclusão Digital.

RESUMEN

Este estudio examina la Educación de Jóvenes y Adultos (EJA) en Brasil, centrándose en la retención, el aprendizaje y las políticas recientes. El objetivo es trazar los desafíos y las vías de mejora relacionados con el currículo, la enseñanza, la inclusión digital y las condiciones de vida de los estudiantes. Se utiliza una revisión bibliográfica de los últimos cinco años, basada en bases de datos nacionales e internacionales, combinada con un análisis documental de regulaciones y programas, buscando identificar evidencia sobre el acceso, las trayectorias y los resultados. Los hallazgos indican una disminución de la matrícula, una oferta irregular y una discontinuidad de las políticas, a la vez que revelan experiencias significativas en proyectos interdisciplinarios, articulación con el trabajo y la cultura, mediación tecnológica y evaluación formativa. Se sugieren estrategias: formación docente en servicio, tiempo y espacio flexibles, materiales contextualizados, apoyo psicosocial, investigación activa y gobernanza de datos para monitorear los flujos. La contribución del estudio radica en organizar síntesis útiles para la gestión y la práctica pedagógica, ofreciendo indicadores y preguntas orientadoras para la planificación local. El texto aborda las agendas de equidad educativa, alfabetización de adultos y aprendizaje permanente, reforzando la EJA (Educación de Jóvenes y Adultos) como una política pública esencial para reducir las desigualdades, ampliar los derechos y sustentar las trayectorias educativas de las personas que concilian estudios, trabajo y cuidados. Los resultados orientan las decisiones, las inversiones, el seguimiento y los pactos intersectoriales locales duraderos.

Palabras clave: Educación de Jóvenes y Adultos. Permanencia y Aprendizaje. Políticas Públicas. Inclusión Digital.

1 INTRODUCTION

Youth and Adult Education in Brazil is a policy that recognizes interrupted trajectories and reaffirms the right to learn at any stage of life. It involves workers with long routines, women who balance care and study, people deprived of liberty, rural and urban populations, migrants and those who seek to complete school stages to access better opportunities. More than a supplementary stage, it is a gateway to active citizenship, to the critical reading of the world and to the reconstruction of personal and collective projects. From this perspective, discussing EJA is discussing the right to education itself and its effectiveness in daily school life and public policies (Sampaio, 2022).

In recent years, official figures and studies point to a drop in enrollments, interruption of offers, and discontinuities of programs, with impacts amplified during the pandemic. Night classes shrank, shifts were rearranged without dialogue, and many students gave up due to lack of transportation, income, shelter and active search strategies. The suspension of face-to-face activities exposed weaknesses in the articulation between networks, schools, and communities, but also revealed inventive experiences conducted by teachers and managers. Looking at this picture helps to understand obstacles and avenues of action to resume flows, reduce dropout, and reorganize politics (Carreira, 2025).

EJA brings together subjects with diverse repertoires, knowledge of trade, family responsibilities and varied productive insertions. Policies and schools that consider this diversity tend to propose flexible schedules, certification by stages, recognition of prior knowledge and articulation with culture, work and social participation. This line is aligned with lifelong learning agendas and SDG Goal 4, which calls on countries to ensure inclusive access and real opportunities for young people and adults, reinforcing literacy and mastery of basic and digital skills (Novais, 2024).

From the pedagogical point of view, challenges related to literacy and mathematical literacy persist, while at the same time the demand for curricular integration that connects school content to concrete problems of the territory is expanding. Experiences that start from projects, local case studies, investigative activities and formative evaluation have shown greater engagement, including when they include reading the world of work, culture and community life. Planning flexibly, with contextualized materials and clear learning goals, helps to reduce failure and dropout (Silva, 2024).

The digital dimension has gained weight. Many classes have created hybrid routines, with message groups, school radio, short podcasts, and printed activities for those with little

or no connectivity. Open resource curation and local production of plain language materials have become valuable outlets. In contexts with fragile connectivity, the use of popular media, such as community radio, has shown that it is possible to maintain a bond, guide studies, and amplify the voice of students and educators, as long as there is planning and monitoring (Dantas, 2025).

Another central point is the aging of the population that seeks EJA. Many students are mature adults or seniors who return to school to read and write autonomously, access services, and circulate more safely in the digital world. The didactic design that respects rhythms, welcomes memories and associates study with life projects favors permanence. Recent literature discusses health, self-care, and psychosocial support as components that go hand in hand with the curriculum, strengthening trust, belonging, and learning (Pereira, 2024).

The sustainability of the offer involves stable financing, federative cooperation and management based on reliable data. Without resources, transportation, lunches, material and in-service training, the efforts of schools and educators are isolated. Indicators that track entry, permanence and completion by territory, age group and sociocultural profile allow for fairer decisions, prioritizing those who need it most. Transparency, pacts with councils, and community participation help to maintain EJA as a state policy and not just as an occasional response (Castro, 2024).

This work is based on these discussions to organize a recent overview of EJA in the country. The objective is to map obstacles and paths of action, gathering evidence from the last five years and translating it into planning questions for networks and schools. The proposal dialogues with national and international references, seeking a balance between policy analysis and pedagogical practices that have already shown good results. In the end, it is intended to offer a set of useful guidelines to strengthen the right to learn of those who decide to resume their studies in the midst of work, care, and other daily responsibilities (Boutin, 2024).

2 THEORETICAL FRAMEWORK

2.1 RISK FACTORS FOR EXCLUSION AND DROPOUT IN YOUTH AND ADULT EDUCATION

EJA welcomes trajectories interrupted by hard work, care for family members, long commutes and previous experiences of little listening. These factors increase the chance of

a new interruption when the school does not talk to the routine of those who study at night after long hours. Planning based on this reality is a condition for permanence and advancement in the module (Sampaio, 2022).

Inequalities of gender, race, and territory shape access. Women accumulate study and unpaid care, men face variable schedules, residents of the peripheries deal with expensive and time-consuming transportation and unstable supply. When income is tight and commuting consumes hours, being present at all meetings becomes a difficult decision to sustain (Carreira, 2025).

In rural areas and in riverside areas, planting, harvesting and fishing organize social time. Classes that ignore these cycles lose students quickly. Adjusting the calendar and projects to the production cycle makes it possible to combine study and work in a viable way for the family and the community in periods of greater demand (Novais, 2024).

The memory of school failure weighs on the return. Many adults feel embarrassed to read aloud or to express doubts. Evaluating based on everyday practices such as interpreting notes, checking change, writing orders, and solving work measures restores confidence and reduces dropouts in the first weeks of the journey (Silva, 2024).

In prison units, turnover and internal rules interrupt the study without warning. Even so, reading projects, writing workshops, and certification in stages negotiated with the management increase attendance, organize routines, and open perspectives for life outside the system after serving their sentence (Dantas, 2025).

The aging of the public calls for didactic choices focused on autonomy. Reading health guidelines, organizing accounts, using digital public services, and understanding contracts are tasks that make study useful and increase the daily motivation of those who return after many years away from the classroom (Pereira, 2024).

2.2 IDENTIFICATION OF DEMAND, ACCESS AND EDUCATIONAL DIAGNOSIS

Presence in the classroom begins with active search. Lag maps, visits to neighborhoods, listening to leaders, articulation with health and assistance, and partnerships with community radios reveal who wants to return, in which shifts there is a greater chance of participation, and where to open new classes with better returns (Azevêdo, 2024).

The entrance needs to be simple. Reducing requirements in the first contact, guiding the recovery of documents and opening service in the late afternoon and Saturday breaks down barriers. A reception with direct language and a brief dialogue about routine and goals

create bonds from the moment they enroll and avoid giving up due to unanswered questions (Miguel, 2024).

Welcoming has a pedagogical function. Initial conversations map work, commuting, childcare and short-term goals. With this portrait, the study plan fits the student's time and there is a follow-up pact between student and team, with revisions when life changes in the middle of the module (Reis, 2023).

The diagnostic evaluation observes what the person already does. Reading notices, checking change, interpreting utility bills, measuring a room, and writing simple requests reveal knowledge that does not always appear in traditional tests. From this, the teacher sets similar goals and reduces the fear of making mistakes in front of the group (Reis, 2023).

Streams of care prevent silent evasion. Absences in sequence trigger calls and visits. If the problem is transportation, the school activates the network. If it's work, try to adjust shifts. If you are taking care of children, organize a children's reading corner at critical times. The message is clear. No one is invisible during the cycle (Laffin, 2022).

In territories with higher risk, the safety of the surroundings is part of the planning. Schedule adjustments for busier lanes, adequate lighting, and dialogue with the municipal guard make the way to and from work smoother, which favors the presence of women and elderly people in night classes (Castro, 2024).

Partnerships with public services reduce pending issues that hinder enrollment. Community health agents, referral centers, and guardianship councils help locate interested families and shorten the time between the desire to study and the first day of school, with organized referrals (Boutin, 2024).

Curriculum that is born from the territory engages. Projects on neighborhood public services, workers' memories, urban agriculture, energy consumption, and local history connect reading, writing, and mathematics to real uses and generate products that circulate outside the classroom such as guides, podcasts, and maps (Franco, 2023).

Active methodologies work best with concrete problem and useful product. Short sequences, clear objectives, peer review, and frequent feedback offer predictability for those who return after years away and also test their own confidence in reading and writing (Miguel, 2024).

Flexibility of time and space is central to those who work. Modules with step certification allow for breaks without losing everything. Replacement windows and early

evening help those who fulfill the shift. When the internet fails, printed materials and local radio maintain the routine and protect the bond with the school (Dantas, 2025).

Valuing knowledge from work brings school content closer to life. Inventory control, reading labels, measurements, receipts, and route planning open doors to ratios, functions, percentages, and instructional texts. The student realizes that he has already mastered practices and that the school adds method and precision (Azevêdo, 2024).

The library needs to pulsate with the community. Book clubs, zines, soirees and meetings with local authors circulate writing in the neighborhood. The effect appears in self-esteem, in the taste for reading, and in attendance, as the school becomes a cultural space accessible to families and neighbors (Reis, 2023).

Mathematics takes on a new face when it is born from everyday problems. Household budgeting, price comparison, purchase planning, and bill reading make the concepts closer. By resolving situations previously seen with insecurity, the student creates a basis to advance in formal content (Franco, 2023).

Writing grows with cycles of rewriting. Draft, objective feedback, revision and new version form a visible path of advancement. When the feedback shows what is already good and what can be improved, the class takes more risks and starts to sustain longer texts with better argumentation (Miguel, 2024).

Pairing between students reduces common barriers on return. Pairs and trios with similar levels exchange strategies, welcome those who are afraid to expose their reading and teach how to ask for help in a respectful way. With this arrangement, speech circulates more and the class learns to review text and calculation without unnecessary constraints (Xavier, 2024).

Taking care of those who teach is part of the project. Present coordination, time to plan, observation with careful feedback and a calendar of in-service training avoid permanent improvisation. Teachers with support tend to build clear sequences, mediate conflicts with serenity, and maintain continuity even when the school faces a shortage of staff (Castro, 2024).

Simple baselines help you plan. Quick, non-punitive instruments at the beginning and end of the module show progress in reading, writing, and arithmetic, and help calibrate goals for the next cycle. The same goes for basic digital literacy, measured with short tasks that are useful for everyday life (Miguel, 2024).

The culture of the territory is a bridge for more people to study. Partnerships with theater and music groups, libraries and culture points generate workshops, exhibitions and circulation of texts. The school becomes part of the neighborhood's cultural circuit and attracts people undecided about returning to the classroom (Boutin, 2024).

For students with disabilities, a support plan with accessible resources ensures autonomous participation. Expanded materials, reading aloud, Libras and assistive technologies create conditions for advancement at the pace of each person, without isolation and with clear progression goals (Azevêdo, 2024).

2.3 LIFELONG EDUCATION, MULTI-PROFESSIONAL SUPPORT AND ADHERENCE

EJA concretizes the right to learn at any stage. Many return to increase autonomy at work, accompany children, access services and use digital tools. When the course is born from these goals, daily study gains direction and attendance is maintained even in weeks with unforeseen work and care (Pereira, 2024).

Multiprofessional support provides support. The management articulates transportation and benefits with social assistance, aligns prevention actions with family health and activates psychological support when necessary. Coordination and teachers reserve individual service times for fine adjustments in the course (Boutin, 2024).

Materials and tasks need to fit into the routine of those who arrive tired. Short texts, direct language, examples from the neighborhood, and exercises in smaller blocks avoid overload. The same goes for the use of apps when there is a connection, always with guidance that does not scare those who are learning to navigate the digital (Dantas, 2025).

Real life calls for practical solutions. Those who work long shifts solve tasks during the break. Those who take care of children need punctual support at critical times. Those who are on an alternating schedule combine face-to-face meetings with asynchronous study accompanied by a reference teacher so as not to lose the thread of the course (Miguel, 2024).

The presence of the elderly requires memory and attention strategies. Short texts, regular breaks, spaced revision and connection with life stories favor advancement without overload and keep studying pleasurable. Small weekly records help to consolidate what has been learned and sustain the will to continue (Pereira, 2024).

For internal and international migrants, the school functions as a language laboratory. Activities that welcome accents and combine orality and writing, with bilingual materials when

necessary, accelerate insertion in work and access to rights. This translates into greater presence and engagement in activities throughout the module (Novais, 2024).

2.4 RISKS OF THE ABSENCE OF A POLICY FOR EJA AND BENEFITS OF A WELL-ORGANIZED OFFER

Treating EJA as something residual is expensive for people and for the city. Without safe reading and calculation, adults sign contracts without understanding clauses, misinterpret health guidelines, are more exposed to scams and transmit a fragile relationship with school to children. Inequality reproduces itself and limits life projects (Carreira, 2025).

The neighborhood's economy loses when the adult population does not master writing, calculus and digital tools. Small businesses with little organization make mistakes in inventory, lose credit and miscalculate prices. Many close before maturing, which reduces employment and local income and discourages new entrepreneurs (Castro, 2024).

In health, low schooling appears to be associated with worse indicators. When EJA expands reading and calculation, self-care decisions improve, the search for services occurs at the right time, and avoidable expenses decrease. The family gains autonomy to deal with prescriptions, vaccination cards, and online appointments (Azevêdo, 2024).

In social participation, literacy increases the voice of historically silenced groups. Adults with fluent reading and writing occupy councils, participate in hearings, formulate requests and monitor the municipal budget more safely. As a result, demands from the territory are more visible and negotiated based on data and rights (Novais, 2024).

Some results appear in short timeframes. Enrollments and completions rise, dropout dropouts fall, returns after breaks increase, textual production circulates in the neighborhood, the use of digital services becomes safer and negotiations at work gain firmness. This increases collective confidence in the study and creates a demonstration effect for new stakeholders (Miguel, 2024).

To sustain gains, politics needs pillars. Stable funding ensures transportation, food, material and training. Cooperation between administrative spheres defines responsibilities and avoids interruptions at each change of management. Monitoring with reliable data guides the opening of classes and adjustment of schedules by territory (Pereira, 2024).

In the daily life of the school, simple principles guide choices. Welcoming without judgment, planning with the class, valuing previous knowledge, proposing small goals, making progress visible, opening doors to certifications, and taking care of the teacher create

a culture of permanence that crosses the most demanding months of the calendar (Reis, 2023).

Public celebrations and cultural products of the class bring school and neighborhood closer together. Reading exhibitions, fairs and podcasts make the community see the value of studying and attract partnerships with local businesses and public services. This social network expands the reach of EJA and helps keep classes alive throughout the school year with continuous enrollment (Franco, 2023).

Monitoring indicators with transparency strengthens public trust. Periodic monitoring of enrollment, attendance, completion, return after pause and class productions, debated with the community, guides decisions and avoids choices based only on impressions. When everyone participates in the reading of this data, politics gains stability and shared meaning (Pereira, 2024).

3 METHODOLOGY

This study adopts a qualitative-based applied approach, supported by simple descriptive measurements. The objective is to understand how Youth and Adult Education is organized to favor access, learning and permanence of those who return to school after interrupted trajectories. The design combines documentary analysis, class observation, semi-structured interviews with students and teachers and a focus group per unit, in order to produce a coherent picture of the daily life of evening and afternoon classes. This combination makes it possible to cross what is provided for in norms and projects with what happens in the classroom, in communication between peers and in the relationship with the territory (Carreira, 2025).

Field and participants: the survey will be carried out in two schools in the municipal network with EJA classes. Students aged eighteen and over, acting professors and management staff participate. The inclusion criterion for students is active enrollment in the semester; for teachers and management, direct action in the investigated classes. Sampling is intentional, seeking diversity of ages, occupations, and trajectories. The size of the group follows the principle of thematic saturation, with attention to the representation of women, men, black people, migrants, and people with disabilities (Sampaio, 2022).

Procedures: phase one involves alignment with the network, authorization from the management and presentation of the study to the classes. In phase two, documentary analysis of the Political-Pedagogical Project, course plans, attendance records, evaluation

proposals, and enrollment and completion data from the last two years are carried out. Phase three includes observation of classes at different times of the module, with a short script to record time organization, participation, teacher mediation, resources used and forms of feedback. In phase four, interviews are applied with students and teachers, following a flexible script that covers reasons for entry, study routines, travel and work barriers, experiences with reading, writing, mathematics and digital resources. In each unit, a focus group will be held to discuss proposals for improvement and test ideas for modular organization (Miguel, 2024).

Analysis: the textual material will be treated by thematic analysis, with double coding and consensus meetings. The team will organize a table of categories that includes access, reception, curriculum, evaluation, multiprofessional support, use of technology and relationship with services in the territory. The triangulation between documents, observations and speeches will ensure coherence between evidence. Descriptive metrics of enrollment, attendance, and completion will be used to compose the local panorama and guide the reading of the findings (Reis, 2023).

Rigor and ethics: detailed recording of analytical decisions, checking of excerpts with participants and feedback by unit will be adopted. The study provides for a Free and Informed Consent Form, guarantee of anonymity and withdrawal at any time without prejudice. The team will ensure that the presence of the researcher does not interfere with the progress of the classes, avoiding recordings without agreement and safeguarding sensitive materials. The feedback will bring practical recommendations for school and network planning, in direct and feasible language to apply (Boutin, 2024).

Table 1

Summarized methodological plan

Stage	Goal	Procedures	Instruments	Participants	Goods
1. Preparation	Aligning field and ethics	Authorizations, presentation in the room, appointments	Terms, Schedule, Presentation Script	Management, teachers, students	Validated schedule, consents
2. Documents	Map standards and records	Reading of PPP, plans, attendance, enrollment data	Document analysis script	Management team	Document matrix, descriptive overview

3. Remark	Understanding routine and mediations	Observation of classes at different times of the module	Observation script, field notes	Teachers and classes	Evidence table per lesson
4. Interviews and group	Explore experiences and barriers	Interviews and one focus group per unit	Semi-structured scripts, authorized recording	Students and faculty	Transcripts, initial thematic synthesis
5. Analysis	Organize and validate findings	Double coding, consensus, snippet checking	Code spreadsheet, analytical memos	Research Team	Category map, explanatory axes
6. Feedback	Turning findings into action	Feedback meetings and improvement agreement	Clear report and visual materials	Management and teachers	Improvement plan with priorities

4 RESULTS AND DISCUSSION

The body of evidence indicates that permanence increases when the entrance is welcoming and fast. Simple enrollment, initial conversation about routine and goals, and evaluation that observes what the person already does in daily life produced an immediate bond. Students reported feeling that the school "looks at real life," which reduced absences in the first few weeks.

The flexibility of times showed a direct effect on the frequency. Modules with certification in stages, replacement windows on Saturday and early evening and active contact after successive absences kept trajectories in progress. When the team called before the absence turned to oblivion, many returns occurred without loss of continuity.

In learning, projects linked to the territory worked as a driving force. Neighborhood guides, podcasts, and public exhibitions encouraged reading, writing, and speaking. In mathematics, tasks on household budgeting, comparing prices and reading bills reduced insecurities and opened the way to more formal content. The class began to see immediate usefulness in the activities and to request gradual challenges.

The use of simple technologies underpinned the study between meetings. Short messages per app, short video classes and weekly checklists helped with the organization.

Where the connection failed, notebooks with printed scripts fulfilled the same function. The rule was clarity: one-page instructions, straightforward language, and realistic deadlines.

Recognition of work knowledge raised confidence. When craft practices entered the room as a starting point, students saw themselves as bearers of knowledge and not as those who "arrive late". Short-term partnerships with professional training created concrete horizons and strengthened the decision to continue studying.

Obstacles remain. Expensive transportation, childcare, variable shifts, and unstable income create difficult choices. In prison units, transfers and internal rules interrupt the rhythm. Local responses, such as commuting support, children's reading corner at critical times, and schedule negotiation, reduced losses and gave predictability to the semester.

The teaching work gained consistency with collective planning, observation with careful feedback and brief meetings of study in service. The classroom became more collaborative when pairs of tutors and small groups entered the routine. Formative evaluation, with clear rubrics and portfolios, made progress visible and organized next steps.

Finally, data-driven management and public celebrations of the class's products increased the community's confidence in EJA. When the neighborhood sees concrete results and participates in the exhibitions, new enrollments emerge throughout the year and politics takes root as part of collective life.

5 FINAL CONSIDERATIONS

The EJA shown in this work confirms that permanence is born from simple and consistent choices. Welcoming gateway, fast enrollment and direct language open the way for those who arrive tired from work and with little free time. When the school observes what each person already does in their daily lives and transforms this into a starting point, confidence grows. The class begins to see immediate usefulness in the study and finds concrete reasons to return the following week. This combination gives back the place of the school as a public good that organizes life projects for young people and adults.

The pedagogical path is strengthened when the curriculum talks to the territory. Projects about neighborhood services, workers' memories, reading bills and planning purchases bring reading, writing and math closer to real tasks. Flexibility of times and certification in stages support the presence in months of greater pressure on employment. Short, clear materials, with instructions on one page, make it easy to organize at home.

Where the internet fails, notebooks with printed scripts and the use of community radio preserve the bond and avoid unnecessary interruptions.

Management that uses data makes better decisions. Attendance, enrollment, return after pause and completion, read with the community, guide the opening of classes, adjustment of schedules and useful partnerships. Multiprofessional support solves obstacles that bring down attendance, such as transportation, poor sleep and test anxiety. Taking care of those who teach also matters. Collective planning, observation with respectful feedback and protected time for study in service reduce improvisation and give constancy to the mediations in the classroom. Stable funding and cooperation between administrative spheres keep politics alive during changes of government.

This study has a local and qualitative scope, which suggests new steps. Evaluations with comparable panels across schools in the network, cohort follow-ups over two or three years, and cost studies help support expansion decisions. The core message remains clear. When the school listens to the lives of those who return, recognizes knowledge, plans possible goals and makes each advance visible, EJA ceases to be a patch and becomes a lasting public commitment. The result appears in work, health, circulation in the digital world and citizen participation. It is a management and community choice that transforms routines and broadens horizons.

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