The Education of Young People and Adults in the political project of the Nature and Mathematics Sciences courses of the Universidade Federal do Pampa

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Abstract: The present article aims to analyze how Education for Youth and Adults (EJA) expresses the Political Projects of the Course (PPC) of the graduations that involve the areas of knowledge Sciences of Nature and Mathematics, of the Federal University of Pampa. For this, we discussed the training of teachers and made a historical cut on the modality of EJA in Brazil and in the state of Rio Grande do Sul. As a methodology, we used a documentary analysis and a collection of two data given by the analysis. PPCs two courses. As a result, it was observed that the courses do not trace a specific EJA discipline, some of them trace as a complementary discipline or even as in a specific case, not Supervised Status.

Keywords: Teaching. Youth and Adult Education. Knowledge Area.

La Educación de Jóvenes y Adultos em en proyecto político de las carreras de Ciencias Naturales y Matemáticas de la Universidad Federal do Pampa

Resumen: Este artículo tiene como objetivo analizar cómo se expresa la EJA en el Proyecto Político de Curso (PPC) de las carreras que involucran las áreas de conocimiento Ciencias Naturales y Matemáticas de la Universidad Federal de Pampa. Para ello, se discutió la formación de profesores y se realizó un recorte histórico sobre la modalidad de Educación de Jóvenes y Adultos (EJA) en Brasil y en el estado de Rio Grande do Sul. Como metodología se utilizó el análisis documental y la recolección de datos a partir del análisis de las PPC de los cursos. Como resultado, se observó que los cursos no traen una disciplina específica de la EJA, algunos la traen como disciplina complementaria o incluso como en un caso específico, en el internado supervisado.

Palabras clave: Docencia. Educación de Jóvenes y Adultos. Área del Conocimiento.

A Educação de Jovens e Adultos nos Projetos Políticos dos Cursos de Ciências da Natureza e Matemática da Universidade Federal do Pampa

Resumo: O presente artigo tem por objetivo analisar como a Educação de Jovens e Adultos (EJA) é expressa nos Projetos Políticos do Curso (PPC) das graduações que envolvem as áreas do conhecimento Ciências da Natureza e Matemática, da Universidade Federal do Pampa. Para tal, discutiu-se sobre a formação de professores e realizou-se um recorte histórico sobre a modalidade da EJA no Brasil e no estado do Rio Grande do Sul. Como metodologia, utilizamos a análise documental

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e a coleta dos dados se deu pela análise dos PPCs dos cursos. Como resultado, observou-se que os cursos não trazem uma disciplina específica de EJA, alguns deles trazem como disciplina complementar ou mesmo como em um caso específico, no Estágio Supervisionado.

**Palavras-chave:** Ensino. Educação de Jovens e Adultos. Área do Conhecimento.

1 Introduction

When we approach the broad range that is the theme of Youth and Adult Education (YAE, in portuguese, EJA), we realize that some of these aspects are particularly relevant. One of these is teacher training, both initial and continued. The training institutions should enable, in the initial training, discussions about schools and other spaces for the professional future. Some time, Machado (2008) and Ventura and Bomfim (2015) pointed out in their studies the absence of specific teacher training in undergraduate courses. Starting with the concrete reality, most undergraduate courses do not discuss about EJA, Rural Education, traditional communities and peoples, etc. With this, it is necessary to consider that, most of the educators will have contact with these educational spaces without having discussed the conceptions to act in these contexts.

With this, teachers learn in experience to do, based on the discussions that occur in training in school, when they are offered. The diversity of aspects that permeate the thematic training of teachers who work in different contexts is quite wide and is linked to the development of school, curriculum, education and the teaching profession. In this perspective, teacher training is a recurring theme of investigation of several studies and researches in recent decades (NÓVOA, 1995, 2009; DEMO, 2000; TARDIF, 2002; IMBERNÓN, 1998, 2010; SAVIANI, 2011; among others).

Not different, in this work, we seek to analyze how the EJA is expressed in the Political Project of the Course (PPC) of the degrees in Nature Sciences and Mathematics in the various campuses of the Federal University of Pampa (UNIPAMPA). But, before discussing specifically, it is necessary to understand how the EJA was constituted historically, and this will help to clarify how this teaching proposal is currently. Even if we are not exhaustive enough to consider this analysis finalized, we can here present a rather extensive panorama that was presented to us throughout our reading. Haddad and Pierro (2000, p. 108) affirm that "any attempt to history such a plural universe of formative practices would imply serious risks of failure, since Youth and Adult Education, understood in a broad sense, extends to almost all
domains of social life”.

2 Youth and Adult Education in Brazil

In this historical cut that we propose, it is suggested to return to Brazil when its discovery (GALVÃO and SOARES, 2015). In this retrospective, it is observed that there was an experience in EJA, if we consider that the Jesuits, even with their own methods and who had as a rule to show themselves alien to the autonomy of the students (not dialoguing with today’s emancipatory thinking), indigenous people, who were constrained to acculturation and Christianization (HADDAD, 1987; STRELHOW, 2010; VARGAS et al., 2013; BARRETO, 2013). This movement “of Youth and Adult Education was initially directed more specifically to the Indians, given that economic activities in the colony did not require the establishment of schools for the adult population” (MACEDO, 2008, p. 18).

Therefore, the system imposed by the Jesuits for a period of approximately two hundred and ten years (1549-1759) to the peoples who lived here had, as a pillar, the education focused on Christianization and assimilation by the indigenous of the values and precepts that were now imposed. It is interesting to note that in this process, as a form of seduction of the indigenous, initially, the Jesuits adhered to the language of the natives. This linguistic hybridity persisted until the Crown demanded only Portuguese as a language of teaching. Here, it is important to emphasize that there is a formative rupture of the indigenous people, since the Jesuits are expelled from Brazil in 1759 (VARGAS et al., 2013) and as one of the consequences, there is the rupture of the indigenous educational process. As Strelhow (2010) points out:

With the departure of the Jesuits from Brazil in 1759, adult education collapses and is under the responsibility of the Empire the organization and employment of education. The identity of Brazilian education was then marked by elitism that restricted education to the wealthiest classes. The royal classes (Latin, Greek, philosophy and rhetoric), emphasis of the pombalina policy, were designated specifically to the children of the Portuguese colonizers (white and male), thus excluding black and indigenous populations. Therefore, the history of Brazilian education was demarcated by a peculiar situation that was the formal knowledge monopolized by the ruling classes (STRELHOW, 2010, p. 51).

Advancing in our timeline, in Brazil Cologne (1822-1889), steps are being taken towards an educational system that we are engaged in this work. It dates from 1876 the first report of the then minister José Bento da Cunha Figueiredo, recording notes on the EJA. At this time, nightly education aimed at adult literacy is implemented. Two
hundred thousand students, distributed in 117 nightly schools throughout the national territory, so that it was assured that these institutions would be those that professed adult education, bringing these students closer to the understanding of their rights and duties (MACEDO, 2008).

However, this process was linked to the validity of the Empire, so that the State ceased to offer this literacy service and Brazil turned to indexes of illiteracy: "the fact is that in 1890, Brazil was constituted in a mass of illiterates" (MACEDO, 2008, p.18).

In the Constitution of 1891, under the validity of the Republic, we must consider that the teaching of young people and adults is part of the legal framework. Likewise, with the beginning of industrialization in Brazil in the twentieth century, began to visualize the slow and timid process of appreciation of the EJA. According to Cunha (2002),

[...] with the industrial development, at the beginning of the 20th century, adult education is now slowly valued, but growing, and this education is still focused only on the spoken and written language, the production of industrial techniques and literacy as a means for expanding the electoral base (CUNHA, 2002, p. 168).

With the process of industrialization of the country, from the 1930s, adult literacy proved to be an important variable of this process. The public education system now provides it. We can consider that, from the stage of discovery until that time, a pendulum will be demonstrated, because the EJA was "functional, that is, always focused on the needs, sometimes of the colony, sometimes of political-economic interests, without any involvement of political-ideological effervescence" (MACEDO, 2008, p. 25). Also resuming that, in parallel, in 1915, a Brazilian League against Illiteracy was created, and the Brazilian Education Association opened spaces to discuss the subject (VARGAS et al., 2013).

In the context created from industrialization — and why not say, pretensions of modernization — in 1930, Brazil creates the Ministry of Education (MEC). At the time, with two weighty agendas, the Ministry of Education and Health covering both agendas. Steps are taken towards a systemic educational policy program, seeking more solid foundations in the perspective of State Policy.

However, what is observed in this process is that, when the National Education Plan (PNE) was launched in 1934, which provided full and mandatory education until
adulthood, it did not show breath to go beyond the role. According to Strelhow (2010), adult education was restricted to drawing, with no signs of implementation. What you see is Brazil, in 1940, having high rates of illiteracy, which led the government to create a fund — budget — to meet the literacy demands of the adult population (PORCARO, 2012).

In 1945, the country will breathe what was conventionally called "airs of democracy". Institutional democracy requires voters, and let us remember: voters must be literate. In the wake of these two phenomena, the 1st Association of Teachers of Night Education is created, being held the First National Congress of Adult Education, which is highlighted with the end of the Vargas Dictatorship.

In the same decade, in 1947, the National Campaign for Adult Education is launched, with the motto "literacy of illiterate adults in the country in three months, offering a primary course in two stages of seven months, professional training and community development" (CUNHA, 2002, p. 27).

Historically, we will observe, in the 1950s, that illiteracy will be seen as limiting the development intended for the country, ceasing to be seen as an effect, starting to be seen as the cause of stagnation. The illiterate adult starts to be seen as an incapable individual psychologically and socially, without the right to vote, without political, cultural-economic and social access.

In the 1960s, the first Budget Guidelines Law (LDB) was passed, the Law 4024/61 of December 20th, 1961. The Law was approved after thirteen years of discussions, which should not invalidate the achievement that was to have it as a legal and historical framework for Brazilian education (MACEDO, 2008). The first version of the Law was valid for ten years.

Through the National Conference of Bishops of Brazil (CNBB), the Catholic Church launches the Movement of Basic Education (MEB), responsible for carrying out activities in what would be agreed to the Third Sector (i.e. not by the State). Popular education activities with the aim of literacy young people and adults. According to Souza (2009),

Within the popular perspective emerges the Basic Education Movement (MEB), launched by the CNBB in 1961, repeating successful experiences in other countries that adopted principles close to Freire’s thought. Thus, the MEB, guided by the aspirations of Popular Education, would end up opposing the foundations that supported the official campaigns. The MEB understood
illiteracy as the effect of a socio-historical scenario of inequality of conditions that condemned the nullity and oppression of those who did not appropriate the written code. Therefore, the educational process aimed at building citizenship should interfere with the social structure responsible for the production of illiteracy (SOUZA, 2009, p. 4).

In 1963, Paulo Freire coordinates the process of elaboration of the National Literacy Plan (PNA), under the demand of the Ministry of Education (MEC). The launch of this process took place at the First National Meeting of Literacy and Popular Culture. At the same time, the first training course for coordinators and the training of EJA teachers was created (MACEDO, 2008).

Seasonally, education policy, as well as all public policies, especially those considered ideological perspective with a strong emphasis on popular participation, suffers setback with the military coup. In the military regime, the PNA is summarily extinct (STRELHOW, 2010), as well as the Movement of Basic Education (MEB), linked to the Catholic Church, faces, on the one hand, a strong weakening in the field of ideas, and on the other, no less important, the scarcity of budgetary resources for their survival.

In the wake of this dismantling, the military created the Brazilian Literacy Movement (Mobral), created by Law number 5.379, of December 1967, whose objective was to eradicate illiteracy in up to ten years. Given its expiration in 1971, the new Education Guidelines and Bases Law was enacted through the Law 5692/71, effective from 1971 to 1996.

The new LDB limits the responsibilities of the State with education from 7 to 14 years of age and provides for adult education as a right to citizenship (VARGAS et al., 2013). The goal becomes to qualify individuals and insert them in the world of work; an instrumental goal. In 1974, the Supplementary Study Centres (CES) were implemented. Soares (1996) points out:

In 1974, the MEC proposed the implementation of the Centers for Supplementary Studies (CES), which were organized with the trinomial time, cost and effectiveness. Due to the time lived by the country, of numerous agreements between MEC and USAID, these courses offered were strongly influenced by technicism, adopting the instructional modules, individualized care, self-instruction and two-stage arguing - modular and biannual. As a consequence, evasion, individualism, pragmatism and rapid and superficial certification occurred (SOARES, 1996, p. 36).

With the new democratization of the country — with what was conventionally
called “the end of the 1964 dictatorship” — Brazil begins to live new airs. In this way, illiterates are reintegrated with the right to vote and, in 1985, voting becomes optional for them, through the Constitutional Amendment number 25, of May 15th, 1985, regulated by the Law 7.332, of June 1st, 1985. Today, this definition is provided in the article 14 of the Federal Constitution, promulgated on October 5th, 1988 (BRAZIL, 1996).

In 1985, the Mobral is extinct and in its place is created the Fundação Educar, through Decree number 91.980/85. Linked to the Ministry of Education (VARGAS et al., 2013), different from the first, Mobral. The Fundação Educar aimed to structure the design for the execution of literacy programs, basic education and monitoring of institutions, states and municipalities regarding the applicability of resources transferred by the Union. However, in 1990, with the Collor Government, the Fundação Educar was abolished without being created any other project in its place (GALVÃO and SOARES, 2005; STRELHOW, 2010).

What is observed is that, with the 1988 Constitution, the legal framework of the EJA is highlighted. It is evident that when it is said that education is the right of all people — as will be seen soon after — the modality of Youth and Adult Education gains relevance regardless of age and social condition, guaranteed in the Constitution, chapter 3, section I, article 208: “Art. 208. The duty of the State with education will be effected through the guarantee of: I — compulsory and free elementary education, assured, including its free offer to all who do not have access to it at their own age” (BRAZIL, 1988, online).

As an unfolding of the new Constitution, we will watch new legal frameworks be conquered in the field of specific legislation. LDB is amended from Law 5,692/71 to 9,394/96 of December 1996. In its articles 4 and 5, it describes that the EJA must be ensured to all those who need it. In these articles of the Federal Constitution, it states:

Art. 37. The education of young people and adults will be aimed at those who did not have access or continuity of studies in elementary and high school at their own age.
§ 1st Education systems shall ensure free of charge to young people and adults, who have not been able to study at regular age, appropriate educational opportunities, taking into account the characteristics of the pupil, his interests, living and working conditions, through courses and examinations.
§ 2nd The Public Power will enable and stimulate the access and permanence of the worker in school, through integrated and complementary actions.
§ 3rd The education of young people and adults should be articulated,
preferably, with professional education, in the form of the regulation. (Included in the Law 11.741, of 2008)

Art. 38. The education systems shall maintain supplementary courses and examinations, which shall comprise the common national basis of the curriculum, enabling the continuation of studies on a regular basis.

§ 1st The examinations referred to in this article shall be carried out:
I - at the level of completion of elementary school, for those over fifteen years;
II - at the level of completion of high school, for those over eighteen years.

§ 2nd The knowledge and skills acquired by the students through informal means will be measured and recognized through exams (BRAZIL, 1996, online).

However, it is observed that, in the late 1980s and early 1990s, we will encounter some paralysis at the national level. However, initiatives should be highlighted in the sphere of subnational entities. Notably, in São Paulo, we will have the Literacy Movement (MOVA), created in 1989, under the coordination of none other than Paulo Freire, then secretary of Education of the Municipality, being replicated in many states and other municipalities throughout the country. What will be observed is that: "Moving to the states and municipalities to assume the role of youth and adult education. In parallel, many experiences of universities, social movements and non-governmental organizations were made in relation to education" (STRELHOW, 2010, p. 56).

There is practically a decade gap between the constitution of legal frameworks and the focus on EJA, at the national level, as public policy. Result, also, of broad debate in civil society, which exercised its driving role, perceiving important steps towards the implementation of the EJA modality throughout the country (GALVÃO and SOARES, 2005).

In the sphere of the Ministry of Education, under the airs of the World Social Forum, as a space for international integration of organized civil society, under the brand that "another world is possible" and the expectations generated with the government of progressive profile, within the Ministry of Education, the Extraordinary Secretariat for the Eradication of Illiteracy was created, as well as from 2003, several measures - decrees - were issued to give visibility and signaling the commitment of the Federal Government to Youth and Adult Education.

Among these, the Decree number 4.834, of September 8th, 2003, in its articles 1st, 2nd, 3rd and 5th, created the Literate Brazil Program (PBA), with the purpose of eradicating illiteracy (there was provision in the program for this), instituting the "Paulo Freire Medal" which awards outstanding educators in the implementation of this
program (STRELHOW, 2010). After this period, no progress in legislation occurred and no project aimed at EJA was created at the national level.

When we draw the timeline of the various policies aimed at Youth and Adult Education, it is observed that it was focused on the literacy of these. Thus, they constitute windows of opportunity for literacy without, however, allowing glimpses of the continuity of training of citizens who need these policies.

Mobral, Fundação Educar and MOVA are examples of public policies aimed at the eradication of illiteracy. However, it does not seem that it would be agreed as a public policy, continuity, but as a government proposal. As a sign of our perception, in many cases, the student received a certificate that qualified him as literate, without generation of a gateway to other stages of school life. Galvão and Soares (2005, p. 270) point out that: "these movements were criticized and do not guarantee continuity of studies, so many of these literates forget to read and write".

3 Methodology

The Federal University of Pampa (UNIPAMPA) was created on January 11, 2008 and is the result of the program to support the restructuring and expansion plans of the Federal Universities (REUNI), which aimed to restructure and expand the offer of Public Education and quality throughout Brazil and especially in UNIPAMPA, in the southern half of the state of Rio Grande do Sul. UNIPAMPA is created in order to offer courses in several cities of the state in the format called campuses, being present in the cities of Alegrete, Bagé, Caçapava do Sul, Dom Pedrito, Itaqui, Jaguarão, Santana do Livramento, São Borja, São Gabriel and Uruguaiana.

The university was chosen to carry out this research in view of the contact of the researcher, because he attended undergraduate and master's degree in the institution, and the possibility of contributing and seeking data that improve the research of doctorate.

The objective of the research is to analyze how the EJA is expressed in the PPCs of the courses that involve the areas of knowledge Nature Sciences and Mathematics in the Federal University of Pampa (UNIPAMPA) and are offered in the face-to-face mode, in its various campuses. When analyzing, we glimpse whether the EJA appears in the mandatory or optional curricular components, as well as its perspectives.
The Chart 1 presents the courses in which the PPCs were analyzed and in what campuses they are offered, considering that some of them are offered in different campuses and also have different PPCs.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Course</th>
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<tbody>
<tr>
<td>Bagé</td>
<td>Licenciatura em Física</td>
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<tr>
<td></td>
<td>Licenciatura em Matemática</td>
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<tr>
<td></td>
<td>Licenciatura em Química</td>
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<tr>
<td>Caçapava do Sul</td>
<td>Licenciatura em Ciências Exatas</td>
</tr>
<tr>
<td>Dom Pedrito</td>
<td>Licenciatura em Ciências da Natureza</td>
</tr>
<tr>
<td>Itaqui</td>
<td>Licenciatura em Matemática</td>
</tr>
<tr>
<td>Uruguaiana</td>
<td>Licenciatura em Ciências da Natureza</td>
</tr>
</tbody>
</table>

Source: Prepared by the Authors (2022)

To this end, we will use as methodology the documentary analysis, glimpsing "seek to identify factual information in the documents from questions and hypotheses of interest" (LÜDKE and ANDRE, 1986, p. 38). The documentary analysis strategy is carried out in stages: it begins with the preliminary evaluation of each document (a detailing of the content), observing the context, authors, interests, reliability, nature of the text and key concepts. Second, we move to the documentary analysis, "[...] moment to gather all the parts - elements of the problematic or the theoretical framework, context, authors, interests, reliability, nature of the text, key concepts" (CELLARD, 2008, p. 303). All this procedure is carried out from an objective and a research question (which seeks to find), having a beacon in a coherent interpretation (SÁ-SILVA, ALMEIDA and GUINDANI, 2009).

Thus, the PPCs documents constitute a "support that contains registered information, forming a unit, which can serve for consultation, study or proof" (APPOLINÁRIO, 2009, p. 67). For the data collection, the university websites were consulted in the different campuses, in which we obtained all the PPCs of the courses, being carried out the detailed reading of the curricular matrix and the menus of the disciplines offered.

5 Results and Discussions

In order to facilitate the discussions, we will present each course, detailing in which (es) campuses is offered. When performing the production of data, extracted
from the official website of the university, the need arose to categorize by course and, consequently, to present the campuses in which it is offered.

5.1 Graduation Course in Exact Sciences

According to the Political Project of the Course (PPC), the course was created in 2009, on the campus of Caçapava do Sul, being one of the ten campuses of the university. The course aims to train teachers to work in Elementary School, in Mathematics, and in High School: Mathematics, Physics and Chemistry. Throughout its trajectory, some course changes have occurred, such as curricular modification and qualification terminology, and, with this, the current PPC is from the year 2018, in which the analyzes will be carried out. This document presents the possibility of the graduate leaving with qualification in Natural Sciences, Mathematics, Physics or Chemistry.

The analysis was performed considering the curriculum that is presented in a single format and it contains the obligatory subjects for each of the qualifications. When starting the analysis of the grid, it was observed that the course, in none of its qualifications, presents discipline entitled “Youth and Adult Education” or EJA, or that makes reference to the teaching of this modality. Still, there was an individual analysis of each of the menus of the disciplines to verify the possibility of the theme being addressed in a discipline even not presenting in its title the name of the modality.

5.2 Graduation Course in Physics

The Physics Degree course began in 2006, at the campus of Bagé and seeks to supply the weaknesses of the educational system of Brazil, given the demand of the countryside region for the low number of professionals who work in Basic Education and who are graduated in Physics, thus fostering an improvement in initial training. The PPC analyzed for this article refers to the 2018 version.

Even if the analysis of the PPC of the course presents as one of the objectives of the Degree in Physics to opportune to the licentiate tools to elaborate and/ or adapt appropriate didactic materials to the teaching of Physics, It is observed that the modality of Youth and Adult Education (EJA) is not contemplated in the curriculum and compulsory or optional subjects. Throughout the course, disciplines entitled "Complementary Curricular Components of Graduation" (CCCG) are offered, and with this, the opportunity to attend other graduations of the campus disciplines CCCG is presented. Thus, it is opportune to licentiate in Physics to attend the discipline entitled
"Cultural Studies and Education", which, in its menu, presents: "studies on cultural identities and differences, ethnic-racial, gender and sexualities, human rights, indigenous education, quilombola, rural and EJA" (PPC, 2018, p. 105). However, it is observed that this discipline addresses bring an overview of the EJA and its differences in relation to other modalities, not addressing possibilities of teaching physics to this public.

5.3 Graduation Course in Chemistry

The Chemistry Graduation Course began in the second semester of 2006, at the Bagé campus and seeks to supply the need for teachers with initial training in Chemistry to work in the countryside region and throughout Rio Grande do Sul. For the data collection, the Pedagogical Course Project (PPC) was used in the 2016 version, available on the internet. In the analysis, it was observed that the grid of mandatory content does not present discipline about the EJA, nor its menus discuss this topic. However, when analyzing the so-called Complementary Curricular Components of Graduation (CCCG), in which some disciplines of the Degree in Chemistry are offered and others are offered by other courses, taught to all students on campus, it is observed that it is possible for the graduate to attend the discipline entitled "Cultural Studies and Education".

Thus, in its menu, it presents: "studies on cultural identities and differences, ethnic-racial, gender and sexualities, human rights, indigenous education, quilombola, rural and EJA" (PPC, 2016, p. 121). However, it is observed that the referred discipline addresses bring an overview of the EJA and its differences in relation to other modalities, not addressing possibilities of teaching Chemistry to this public.

5.4 Graduation Course in Natural Sciences

The Degree Course in Nature Sciences began with its activities in the first semester of 2010, in the campus of Uruguaiana, with the objective of training teachers to work in teaching in High School (focus of specific knowledge in Chemistry, Physics and Biology) and Natural Sciences in Elementary School. The analysis was performed in the PPC of the course in the version of the year 2013, as made available on the virtual page. Given the analysis, it was observed, at first through the curricular components of the course, that the Youth and Adult Education (EJA) is not contemplated in any of the semesters. For the research to be complete, it was passed
to the reading of the menus of the disciplines, because it can be approached the thematic in a discipline even if it is not expressed, in its nomenclature, the acronym EJA. But, after its detailed reading, it was observed that the syllabus does not include the theme in any compulsory or even optional discipline.

The campus of Dom Pedrito also offers the Graduation Course in Nature Sciences. However, the curriculum differs from the degree offered on the campus of Uruguaiana. With this, the detailed analysis of the grid of Dom Pedrito is made. The course began in the second half of 2011, with the objective of promoting the training of teachers to practice teaching in the Final Years of Elementary and High School, with an interdisciplinay approach articulated to Basic Education. Analyzing the framework of compulsory subjects, it is observed that the course does not offer the discipline Youth Adult Education (EJA). However, in the analysis of the menus of the so-called Complementary Curricular Components, the discipline "Learning experiences in school and non-school educational spaces" was found, whose menu addresses:

- insertion and investigation in the reality of the education in school and non-school educational spaces, including the education of young people and adults, field education, as well as other areas in which pedagogical knowledge is provided. Investigation and critical reflection on pedagogical practice, planning, execution and evaluation of educational activities (PPC, 2019, p. 173).

It is observed that the discipline proposes, in a general scope, the discussion about the reality of the modalities of EJA, Rural Education, among others, and provides moments of does not specify if it focuses on the teaching of Natural Sciences with connection of how this modality is approached, besides analyzing the different possibilities of strategies and methodologies aimed at this public. However, it is perceived that it is a space that can promote the discussion of how Youth and Adult Education is approached and worked in the area of Nature Sciences and analyze possibilities for modifications and improvement of teaching for this public.

### 5.5 Graduation Course in Mathematics

The Graduation Course in Mathematics began in the second semester of 2006, on the campus of Bagé, with the aim of promoting university extension, focusing on regional and social insertion, thus, to supply the deficit of mathematics teachers in the Campaign Region.
In the analysis of the PPC in the 2017 version, it was noted that the compulsory disciplines grid does not present any on the EJA, nor in its menus discuss this topic. However, when analyzing the so-called Complementary Curricular Components of Graduation (CCCG) which offer some disciplines of the Degree in Mathematics and others are offered by other degrees that are taught to all students on campus and, with this, it is observed that it is possible for the graduate in Mathematics to attend the discipline entitled "Cultural Studies and Education" which, in its menu, presents: "studies on cultural identities and differences, ethnic-racial, gender and sexualities, human rights, indigenous education, quilombola, rural and EJA" (PPC, 2017, page 120). However, it is observed that the referred discipline brings an overview of the EJA and its differences compared to other modalities.

The campus of Itaqui also offers the Graduation Course in Mathematics, but its curricular structure differs from the campus of Bagé. With this, the detailed analysis of the course of Itaqui is made. The course began in the first semester of 2012, with the aim of meeting the need for math teachers in the region.

In the analysis of the 2017 PPC, there were no disciplines linked to Youth and Adult Education (EJA). However, in the analysis of the menus of the compulsory subjects, it was observed that the curricular component entitled "Supervised Curricular Internship in Teaching of Mathematics II" addresses the topic

Theoretical-analytical study of aspects related to Youth and Adult Education and Inclusive Education. Analysis of curricular and didactic-pedagogical proposals involving EJA students and students with different forms of special educational needs and/or belonging to different cultural groups, published in magazines and events in the area of Mathematics Education (PPC, 2019, page 104).

However, it is observed that the graduate will have contact with the discussion focused on EJA only in the second supervised internship, which usually occurs in the last semesters of the course. However, the course provides a discussion of analysis of curricular and didactic-pedagogical proposals aimed at EJA, with this, the licensee will have a space to know different possibilities for this type of teaching.

Thus, it is observed that few universities have in their PPCs some conception of EJA or mention on the subject. As Jardilino and Araújo (2014),

The EJA teachers, from different areas of training, are prepared to work in regular education and join the EJA for different reasons and, in rare situations,
for a personal choice. In general, they are teachers who do not have theoretical and methodological training for working with young people and adults, building their understanding of the needs and possibilities of teaching in EJA in the daily life of the classroom (JARDILINO and ARAÚJO, 2014, p. 96).

We see that discussions about EJA still occupy peripheral spots in the curriculum of undergraduate courses. We emphasize that curricula have great importance and value in the organization of pedagogical work, influencing the teaching and learning processes.

In line, Pereira (2017) points out that there are few investments in the specific training of teachers to work in the EJA modality. As a result, there are problems later in the effectiveness of work in the classroom, reproducing strategies applied in regular education.

Thus, Leandro, Bezerra and Silva (2011) affirm that teacher training courses have prioritized specific teaching for the initial training of teachers for Basic Education in general, without offering theoretical and practical disciplines involving the EJA modality. Therefore, universities reproduce contradictions by reaffirming that in the general and comprehensive training of educators for all segments, thus having the need to rethink their curricular structure, as well as disciplines and present workloads so that the performance of future teachers in EJA becomes more effective and functional.

6 Final considerations

In a general analysis of courses in the area of Nature Sciences and Mathematics that are offered at the Federal University of Pampa (UNIPAMPA), it is observed that they do not bring a specific discipline to deal with Youth and Adult Education. Some of them bring as a complementary discipline or even as in a specific case, in the Supervised Internship.

In addition, it is known that the courses need to meet a number of requirements regarding the offer of certain disciplines so that one can obtain the recognition of the course and a high grade on the scale of the Ministry of Education. But even if there is no offer of disciplines with the theme EJA, one can provide discussion throughout a particular discipline, and make the record on the menu so that all students can have the opportunity to know this modality, independent of the teacher who teaches that discipline.
Being a new university, it was expected to find, in the PPCs of the courses, disciplines and conceptions about the EJA. When we find few references to the modality, there is the certainty of the need to expand the spaces of teacher training of EJA, specifically, in the areas of knowledge.

Thus, although the EJA has had a growing visibility — for moments, for its practice and where the modality has been offered, or also for the field of studies and research — we can say that even in the initial training of educators of the EJA, there are few discussions. Therefore, we understand that it is necessary to expand the relationships between concepts and practices, preparing this subject so that, when he is in the classroom, he has contact with conceptions, ideas and some experiences, thinking their strategies of action.

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