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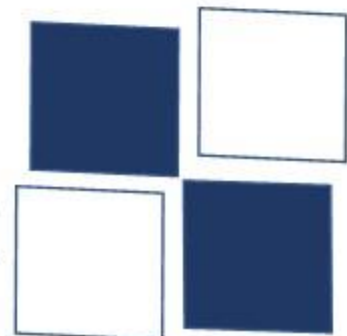
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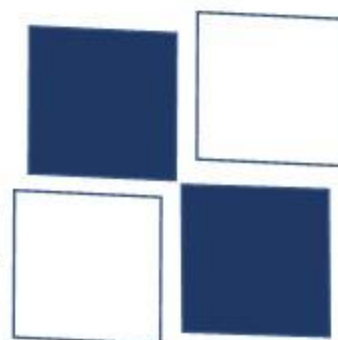
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Article

Youth and Adult Distance Education: An Experience at the Former Quilombo of Cabula

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Abstract

Youth and adult education (YAE) is a type of basic education and is aimed at people who have not concluded their studies at the established age as the regular standard in Brazilian education. It follows the same legal determinations as the other modalities of basic education, but with several particularities.

Youth and adult education dialogues directly with the world of work and the productive context, and it can contribute to the empowerment of the subjects. It is at the service of the most vulnerable people, and it leads to exercising full citizenship and a citizen culture.

In this article, we will discuss youth and adult education, in the light of the authors Freire (2016a, 2016b, 2021; Carreira (2014); Arroyo (2017); Haddad (2000), among others, about social constructivism supported by Vygotsky (2004) and educational possibilities of a web channel for youth and adult education at the Sesi (Social Service for Industry).

Keywords: Youth and adult education, distance education, socioconstructivism, Web TV, Metaverse.

Introduction

Youth and adult education (YAE) is a type of basic education and is aimed at people who have not concluded their studies at the established age as the regular standard in Brazilian education. It follows the same legal determinations as the other modalities of basic education, but with several particularities.

Youth and adult education dialogues directly with the world of work and the productive context, and it can contribute to

the empowerment of the subjects. It is at the service of the most vulnerable people and it leads to exercising full citizenship and a citizen culture.

The current Brazilian legislation allows educational institutions to offer this modality at night, as well as organizing their curricula and methodologies properly to the students' specific profile.

In this article, we will discuss youth and adult education, in the light of the authors Freire (2016a, 2016b, 2021; Carreira (2014); Arroyo (2017); Haddad (2000), among others, about social constructivism supported by Vygotsky (2004) and educational possibilities of a web channel for youth and adult education at the Sesi (Social Service for Industry) Reitor Miguel Calmon School.

YOUTH AND ADULT EDUCATION IN THE CONTEXT OF THE SESI REITOR MIGUEL CALMON SCHOOL

In the context of this research, the educational solution that is intended will serve the subjects of the Youth and Adult Education of the SesiReitor Miguel Calmon School which is located in the Fazenda Grande do Retironeighborhood, a region belonging to the Former Quilombo of Cabula.

The Former Quilombo of Cabula is a region that served as refuge and shelter for freed black enslaved people and indigenous people who occupied the dense forests of the city of Salvador for their survival, since at least the seventeenth century until the end of slavery.

The youth and adult education students at the SesiReitor Miguel Calmon School are young people, mostly black, who

live in Salvador Slums, in neighborhoods around the school that make up the Former Quilombo of Cabula. They are people who do not consider themselves as rights holders. They are deprived of cultural and symbolic goods, including basic knowledge about their own rights. They seek through education to finish an educational stage that was left behind, sometimes for work and survival, sometimes for family issues. They dream of better days that they think may come from the continuity of their schooling. According to Carreira (2014), about 70% of the potential demand and those enrolled in the YAE are black men and women, who live in the Slums and in the countryside and constitute the least privileged social group of the population. For Arroyo (2017) the subjects of the YAE are workers from the Slums subjected to the classist, sexist and racist work patterns, who keep working hard for better lives.

These people generally live in challenging contexts, they face the violence of the cities' great Slums, challenge the tiredness of a hard work day, and overcome the lack of financial resources to even afford their transportation to school. They also have limited resources of technology and infrastructure in their homes to support their studies, and they frequently give up on their learning.

Regarding age, we have a relatively young public, 31% between 18 and 24 years old, 21% between 25 and 31, 17% between 32 and 38 years old, 15% between 39 and 45, 11% between 46 and 52 years old, and 5% older than 53 years old (FIELD STUDY, 2022).

With the data above, we see that the attended public at the SesiReitor Miguel Calmon School is relatively young. The authors Carrano (2000) and Groppo (2004), present that the terminology of "youth" cannot be limited by the age rating, considering only biological aspects. This is because, in practice, there is a complex meaning that cannot be classified from a universal biological paradigm without considering social issues. From this perspective, we have adopted the following definition:

Youth is both a social condition and a type of representation. If there is a universal character given by the transformations of the individual in a certain age group, in which they complete their physical development and face psychological changes, the way each society, in a certain historical time, and, within it, each social group will deal with this moment and represent it, is very varied. This diversity takes place based on social (social classes), cultural (ethnicities, religious identities, values) and gender conditions, and also geographic regions, among other aspects (DAYRELL, 2003, p. 41-42).

It is perceptible that the YAE classrooms at SesiReitor Miguel Calmon School do not differ from the classrooms in the Brazilian scenario that "[...] today is configured as spaces primarily occupied by young people who, for the most part, have never left school" (JARDILINO; ARAÚJO, 2014, p. 181). But what would be the factors that have contributed to this profile change, since the YAE has always been occupied by older people?

Early entry into the labor market and the increased demands for education and mastery of skills in the world of work are the main factors driving adolescents and young people to Adult Education Program, who get there with more expectations than older adults to extend their schooling to at least high school to enter or gain mobility in the labor market. In this context, adult education has become an educational opportunity for a large segment of the population, with three basic schooling trajectories: For those who start schooling already as working adults; for adolescents and young adults who entered regular school and left it some time ago, often motivated by the entry into the world of work or due to migratory movements and, finally, for adolescents who entered regular school recently, but accumulated large gaps between their age and the grade attended (DI PIERRO; JOIA; RIBEIRO, 2001, p. 65).

In Bahia, the 2019 Continuous National Household Sample Survey

(PNADC) showed that more than 1.5 million people aged 15 or older could not read or write, which corresponds to 13% of the non-literate population in the state of Bahia. Another alarming statistic is that half of Bahia's adults, over the age of 25, have not completed elementary school. Moreover, the illiteracy rate among black people in Brazil is almost three times higher than the percentage observed among white people (PNADC, 2019).

In Brazil, 52.6% of adults over 25 years old, have not completed high school. The majority, 33.1%, did not even finish the final years of elementary school. Another worrying fact is that 7.3 million young people between the ages of 18 and 24, neither work nor study, these young people represent 34% of the population in this age group (IBGE - Brazilian Statistics Institute./PNADC, 2019).

The low levels of schooling of the young and adult population feeds back into a chain of both low higher education levels and professional qualification, because in order to continue to other levels of education, it is necessary to finish basic education. To keep these numbers, the educational indicators at this level, is to maintain the economically active population and the young people away from the stage of reflection, of criticism, of the fight for their rights, decent work, and the condition of protagonism of their own history.

Disregarding the characteristics, contexts and principles of the YAE subjects, modernity imposes and regulates education standards. Such tensions are also reflected in school curricula and educational practices. However, youth and adult education needs to dialogue with the current social order.

For that matter, in our understanding, the school curricula and pedagogical practices need to prioritize the commitment to critical and social education of the Youth and adult education subjects, contextualizing the formal knowledge to reality and its contexts, increasing the educational perspectives to understand the current world, criticality, and political

knowledge about the fast and complex changes of modern society.

What is the challenge in the Youth and adult distance education at SesiReitor Miguel Calmon School? In practice, it is to create a pedagogical proposal to face the contrast between the context of YAE students correlating to the world of work and modernity itself.

The YAE curricula need to be correlated to the world of work, but beyond the mere instrumentalization of the labor force, especially for political awareness about their role in society and their rights to decent work.

This way, our educational proposal aims to serve the public of the SesiReitor Miguel Calmon School youth and adult distance education. We intend to develop an educational Web TV for youth and adult education based on educational opportunities that broaden the discussions about the world of work and quality learning, fostering lifelong learning in a dynamic process that values life projects, generating significant and reflective experiences.

CHARACTERIZING THE GENERATIONS OF DISTANCE EDUCATION IN BRAZIL

Over the last few decades, distance education in Brazil, like society, has been undergoing an evolutionary process, in response to the emergence of new technologies, modes of production and sociocultural changes.

When thinking about a technological solution to be used in distance education for young people and adults, it is necessary to know the characteristics of the distance education generations in Brazil and taking as a starting point the use of tools, methodologies, and trends existing in these generations, and above all, to keep a watchful eye at the contemporary society and its modes of production.

For example, the understanding of the Internet, the Metaverse itself, and its multiple experiences that can be explored by its users. Next, we will learn about the generations of distance education and see that the transitions from one generation to

another do not abandon previous elements and are not so disruptive in Brazilian society.

Generations	Characteristics
First	It is marked by the printed media, texts, manuals, in the 50s and 60s, and by the appearance of the sound media, with radio in the late 50s.
Second	Still marked by the printed media, complemented by the sound and visual media, with the use of audio tapes, television, videotapes and faxes, which were benchmarks for the period between 1960 and 1985 (APARICI, 2003 <i>qtd. in</i> SALES, 2006). In the 1960s, television was added for the transmission of the lessons;
Third	Using all types of media, digital and telematic media such as the Internet and the CD-ROM have been added to the process of implementing distance learning. With networked computers, the Web generation emerged. This period lasted about 10 years - from 1985 to 1995. According to Nitzke, Gravina and Carneiro (2008), the third generation was characterized by several experiences in distance education that considered human resources, integration of several technologies, printed material, transmission via broadcasting, television and telephone. In this context, the Open Universities were born (PETERS, 2003; MOORE; KEARSLEY, 2008) as the Centre National d'Enseignement à Distance (CNED) in France, the Universidad Nacional de Educación a Distancia (UNED) in Spain, and the Universidade Aberta of Portugal, among others (MAIA; MATTAR, 2007);
Fourth	"It is called digital and where the different technological media are integrated through networks such as the Internet and other digital distribution channels" (APARICI, 2003 <i>qtd. in</i> SALES, 2006). The big difference here is that the digital one enables synchronous communication, brings dynamic hypertext, besides potentiating the use of telematic media and VLEs, boosting the communicative and educational processes of Distance Learning;
Fifth	The fifth generation is synonymous with media convergence, where the Internet and computer networks allow the convergence of texts, audios, and videos in the same communication space, integrating technologies (NITZKE; GRAVINA; CARNEIRO, 2008);
Sixth	Technologically, the sixth generation is characterized by the use of the Cloud for sharing and creating content and the use of social platforms. There is transmedia as a narrative language. Transmedia is a narrative process based on the content fractionation that is used from multiple platforms for its dissemination, through media and channels both online and offline.
Seventh	Characterized by immersive platforms, convergence of technologies, responsive technologies, augmented, virtual, three-dimensional, and immersive reality. The predominant technological language is the Metaverse. The term metaverse originated from the science fiction book Snow Crash. Neal Stephenson's (1992) work presents a virtual world in which human beings interact with each other through avatars in a three-dimensional space (metauniverse) (SCHIMT; TAROUCO (2008), SCHLEMMER; TREIN; OLIVEIRA, (2008)).

(conclusion)

Chart 01 - Distance Education Generations
 Source: extended version from Freitas (2017a, p. 61-62).

We are currently living and experiencing elements from practically every generation, from the consumption of printed materials, an alternative that many

schools have chosen, due to the lack of technological infrastructure, to face the educational challenges driven by the COVID-19 pandemic, to the use of

immersive and responsive technologies in education. The use of the technologies presented in the 7th generation of distance education in Brazil by educational institutions is still a challenge, especially for young people and adults, but it is not a very distant scenario.

Given this scenario, and considering that there are pedagogical practices of distance education transiting between all its generations in Brazil, will the Metaverse environment be a technological tool that can attract younger people to raise their schooling? What are the educational potentialities and experiences that it can provide to the young and adult distance education public, considering that it is getting younger every day?

In our understanding, distance education can be a great ally in youth and adult education, because it allows the subjects to organize the space and time for their studies. It promotes the inclusion of education as an agenda in the lives of workers who also have other important activities in their lives: their relations with work and family, and their concern about the lack of public security.

The milestones and generations of distance education characterized in this paper are fundamental to understanding the evolutionary process of distance learning and the challenges we will face towards the generation marked by the Metaverse.

EPISTEMIC RESEARCH-APPLICATION APPROACH FOR THE DESIGN OF EDUCATIONAL WEB TV FOR YOUTH AND ADULT DISTANCE EDUCATION

The research-application approach has great influence from socioconstructivism. Researchers Gravemeijer and Cobb point out that the definition of "socioconstructivism was out of a desire for understanding" (GRAVEMEIJER; COBB, 2018, p. 90), and this focus is a unique characteristic of research-application.

The research will be based on the socioconstructivist theory and guided by the studies of Lev. S. Vygotsky (2007). For

the author, the individual is the result of a historical and social process where language plays an essential role; knowledge is a process of interaction among the subject, the social and cultural environment. For Lev. S. Vygotsky (2007) cognitive activities such as memory, perceptions, and thoughts are fundamental characteristics of the human being, the result of sociocultural learning.

Therefore, the development of this work aims to use the principles of Vygotsky (2007) and the Freirian contributions (2016) to provide opportunities for the protagonism of the youth and adult education subjects in their formation process, collaboration and pedagogical mediation considering their context of life and training in educational practices correlating them to the world of work.

PROPOSAL FOR AN EDUCATIONAL WEB TV FOR YOUTH AND ADULT DISTANCE EDUCATION

Our educational Web TV should meet Sesi's curriculum that has a focus on the world of work and will be aimed at students of youth and adult education at SesiReitor Miguel Calmon School. The use of the educational Web TV will provide an opportunity to use the media as a form to express the subjects' knowledge, promoting the understanding of the YAE students' life context, the recognition and strengthening of their cultural and ancestral identity, their relations with the world of work, the fight for a decent job, the articulation of the Sesi's YAE curriculum contents for the knowledge construction process.

To produce the educational Web TV for youth and adult education at SesiReitor Miguel Calmon School we are going to use the Youtube channel created for this purpose. The choice for this tool is due to its easy use and dissemination, giving the youth and adult education subjects the opportunity to utilize it for study purposes and not only for entertainment.

Freire (2021) reveals that it is impractical to think about the media without thinking about the issue of power. The author also reinforces that "[...] the

problem is not only to bring the media into schools, but to know who they are serving" (FREIRE, 2021, p. 124), he states that it is necessary to be constantly vigilant so that the instrument is used in the service of clarity and truth (FREIRE, 2021).

According to educator Freire (2021, p. 107) "[...] Technology does not exist in itself. It also expresses the development of the productive forces in a given society; it results from it and interferes with it." Freire (2021) points out that the questions need to be based on political aspects and not reduced to technological ones. This way, the pedagogical work mediated by the media needs to answer the initial question: Who is the media aimed for?

Freire (2021) reinforces the importance of using the media as a political act, emphasizing the role that the media plays, not only as a means of communication, but as an instrument that enhances it and minimizes the one-way transmission of information.

Freire (2021) suggests that schools should respond to the new social and historical demands that have been experienced. He idealizes a school that is not afraid to dialogue and coexist with the media and that enables students to exercise their curiosity to know. The author proposes that the school should be a space for experimentation, for the creation of new knowledge and that it should allow "Learning the knowledge that has already been created" (FREIRE, 2021, p. 48). The subjects, as the historical human beings that we are, must be supported by educational practices that prioritize "research, curiosity, inventiveness, imagination, the act of taking risks to create" (FREIRE, 2021, p. 49).

The school needs to be the space to provide opportunities for this knowledge and understanding of the world, provoking in the subjects the experience, experimentation, and "practice as part of praxis, as the reflection and action of people on the world, to transform it" (FREIRE, 2021, p. 147), using the media for the production of knowledge.

The school must take another position when it comes to the use of the

media, promoting the construction, production and dissemination of knowledge to the subjects of YAE, because unfortunately [...] it still restricts the student to the consumption task (FREIRE, 2021, p. 57). Students need to assume the position of protagonists of their learning process, because it is common that they experience the school process, without at least choosing what to learn, Freire (2021) already said that "We are never asked about what we want to learn. On the contrary, they always tell us what we should study" (FREIRE, 2021, p. 117).

That way, and already causing possible pedagogical changes, Freire (2021) suggests that, instead of proposing programmed courses, activities that can involve and engage the subjects should be carried out in the production and use of "means for their own expression" (FREIRE, 2021, p. 57) for a "conscious, critical experience" (FREIRE, 2021, p. 60).

SESI BAHIA YOUTUBE TV WEB CHANNEL PROGRAMMING FOR YOUTH AND ADULT DISTANCE EDUCATION

The educational proposal will be developed through a YouTube channel with the purpose of providing an educational program that dialogues with Sesi's curriculum, with the world of work, and with the contexts of the young and adult learners of the distance education at SesiReitor Miguel Calmon School and provides opportunities for collaboration and social learning.

This collaboration contributes to the group development, provides an opportunity for the articulation of time and objectives, promotes the management of the collective dynamics complexity, promotes social presence, social construction, and cognition processes, and provides an opportunity to manage cognitive, affective, and emotional conflicts. Next we will present the initial programming proposed for the YouTube channel and its relation with the curriculum of Sesi Bahia's youth and adult education. We emphasize that the educational programming will be developed with the

youth and adult education subjects, where they will occupy a leading role in the educational actions. The entire program will be developed with the YAE students from the SesiReitor Miguel Calmon School. Nothing about them, without them.

We will detail in this 2nd (second) chart the educational proposal for the educational WEB TV channel. In total, ten (10) programs will be developed in two (2) application cycles. Each meeting will have a work theme and 40 minutes duration. Sesi's youth and adult education curriculum will

be explored during the programming, since the proposed actions will dialogue directly with the areas of knowledge and correlate the skills of the mentioned areas of knowledge.

The educational proposal aims to encourage interaction and collective construction, using dialogical and reflective strategies on the world of work theme for high school students of youth and adult distance education at SesiReitor Miguel Calmon School.

Chart 01 - Sesi Bahia Web TV YouTube channel programming for distance youth and adult education.

Program theme	sesi curriculum correspondence	
	Associated area of knowledge	competence of the sesi high school curricular reference matrix
Life Project	Languages Humanities	C1 Languages. Assessing the reading as a source of information for implementing the intellectual repertoire and as a means of access to the world of work and advanced studies, responding to different communicative and expressive purposes (SESI, 2020). C2 Humanities. Analyzing human work and the processes of construction and transformation in different historical-geographical and social contexts (SESI, 2020).
Documents for the world of work	Linguagens Humanas	C2 Languages. Organizing the several forms of receiving and understanding social practices of language and multilingualism to construct and reconstruct the meanings of texts and scientific, artistic and cultural manifestations (SESI, 2020). C1 Humanities. Understanding the cultural elements of the historical-geographical and social contexts of Brazil and the world of work (SESI, 2020).
The importance of professional qualification	Humanas	C1 Humanities. Understanding the cultural elements of the historical-geographical and social contexts of Brazil and the world of work (SESI, 2020). C2 Humanities. Analyzing human work and the processes of construction and transformation in different historical-geographical and social contexts (SESI, 2020).
Curriculum Development	Languages Humanities	C2 Languages. Organizing the several forms of receiving and understanding social practices of language and multilingualism to construct and reconstruct the meanings of texts and scientific, artistic and cultural manifestations (SESI, 2020). C2 Humanities. Analyzing human work and the processes of construction and transformation in different historical-geographical and social contexts (SESI, 2020).
Selection process and its stages	Mathematics	C5 Mathematics. Analyzing information of a scientific and social nature, through inferences, predictions, trends and decision-making in problem situations (SESI, 2020).
Job	Linguagens	C3 Languages. Planning the use of the expressive elements and

Interview		resources of verbal, artistic, and kinesthetic languages, understanding how they can be organized and (re)created (SESI, 2020).
Workplace Communication	Linguagens	C3 Languages. Planning the use of the expressive elements and resources of verbal, artistic, and kinesthetic languages, understanding how they can be organized and (re)created (SESI, 2020).
Social Entrepreneurship	Nature	C1 Nature. Analyzing the correlation between natural phenomena and technological processes applied to everyday life, integrating solutions to environmental maintenance and human life (SESI, 2020).
Computer Basics for the World of Work	Languages Nature Mathematics	C4 Languages. Developing aspects of social identity formation through texts, scientific, artistic and cultural manifestations in the real world and the digital universe, considering the relation between the individual and society, in communicative acts necessary for the development of citizen autonomy, the world of work and advanced studies (SESI, 2020). C4 Nature. Assessing the importance of technological processes to develop attitudes and values in the face of complex demands of everyday life, the full exercise of citizenship and the world of work (SESI, 2020). C1 Mathematics. Solving problem situations that involve the various meanings of numbers in contexts linked to personal and professional life (SESI, 2020).
Metaverse and the world of work	Linguagens	C4 Languages. Developing aspects of social identity formation through texts, scientific, artistic and cultural manifestations in the real world and the digital universe, considering the relation between the individual and society, in communicative acts necessary for the development of citizen autonomy, the world of work and advanced studies (SESI, 2020).

Source: developed by the researchers (2022)

The proposed elements in the educational modeling of the Educational Web TV of the Youth and adult education Sesi Bahia Channel were designed from the identified context, highlighting, in the foreground, the principles of social constructivism to enable the subjects of YAE the protagonism and externalization their understanding of the world, correlated to the educational practices, the school curriculum of youth and adult education of Sesi Bahia and its close relation with the world of work.

The previously defined design may change in the application cycles, because the action and interpretation of the cognitive proposal development will be considered for a redesign of the interaction flow and new applications.

CONSIDERATIONS

This article aimed to discuss the theme of distance education for young and adult learners and the educational possibilities of a Youtube web channel for this educational modality. Throughout the text, the context of the research was discussed, the epistemic bases on which this article is based, the generations of distance education were contextualized and the definition of the 7th (seventh) generation of distance education was presented. This article has as an innovation the description of the last generation of distance education and the possibility of using Metaverse in educational practices including youth and adult distance education.

In addition to the characterization of the study context, and the epistemic bases, it was also proposed the initial programming of the educational Web

channel for youth and adult education. This programming was planned using the elements contained in the educational context and curriculum of Sesi Bahia's YAE. It is expected that the programming will meet the desires of the youth and adult education subjects of the SesiReitor Miguel Calmon School.

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