

A REVIEW OF THE CHALLENGES AND REALITY OF THE SUBJECTS OF EJA-EPT**Valéria Ribas Maia**

PPGEPT, CTISM, Federal University of Santa Maria

ORCID ID: 0009-0001-4014-7782

Taiana Ávila Borges Figueiredo

PPGEPT, CTISM, Federal University of Santa Maria

ORCID ID: 0009-0008-7841-9115

Angela Isabel dos Santos Dullius

Federal University of Santa Maria, Brazil

ORCID ID: 0000-0002-6590-1112

Abstract

This research addresses Youth and Adult Education integrated with Professional and Technological Education (EJA-EPT) as an educational policy aimed at the social inclusion and professional qualification of subjects historically excluded from the education system. This modality has the potential to promote transformations in the living conditions of these subjects by articulating schooling and work-related education. However, most subjects in Youth and Adult Education integrated with Professional and Technological Education (EJA-EPT) are marked by profound social, economic, and educational inequalities. They often had to leave school prematurely to enter the labor market and contribute to family income, compromising their continuity and permanence in education at the expected age. **OBJECTIVE:** To investigate the main challenges faced by subjects of Youth and Adult Education integrated with Professional and Technological Education (EJA-EPT), considering social and economic aspects and educational difficulties. **METHODOLOGY:** A bibliographic literature review was conducted. The SciELO, CAPES Journal Portal, and Google Scholar databases were consulted. Searches considered publications from 2019 to 2025. The following descriptors were used in combination: “Youth and Adult Education,” “Professional and Technological Education,” “EJA-EPT,” “student retention,” “school dropout,” and “educational policies.” **RESULTS AND DISCUSSION:** The results of the literature review indicate that strengthening EJA-EPT requires actions that go beyond simply expanding the number of places available. It is necessary to guarantee conditions for students to remain in education, student assistance, teacher training, and continuous educational policies, recognizing students as historical and social subjects and valuing their experiences, trajectories, and knowledge. **CONCLUSION:** The analysis demonstrates that EJA-EPT is an important policy for the social, educational, and professional inclusion of subjects historically excluded from the education system. However, dropout and school abandonment rates reveal that access to education does not, by itself, guarantee students’ permanence. It is essential to develop strategies that strengthen student retention, such as expanding student assistance policies, providing transportation and meals, curricular flexibility, continuing teacher education, the use of inclusive methodologies, and valuing students’ life experiences.

Keywords: Youth and Adult Education, Professional and Technological Education, EJA-EPT, student retention, school dropout, educational policies.