45 - PHYSICAL EDUCATION IN YOUNGSTER AND ADULT EDUCATION

ANA LUISA MADRUGA DE RODRIGUES[1];
ANA PAULA PAGLIOSA BASTOS[2]; MARIA JAQUELINE VAZ ROSSATO[3].
1. Universidade Luterana do Brasil, Canoas, RS, Brasil;
2. Associação Cristã de Moços, Porto Alegre, RS, Brasil;
3. Prefeitura Municipal de Guaíba, Guaíba, RS, Brasil.
estagioanaluisa@yahoo.com.br; pagliosabastos@yahoo.com.br

INTRODUCTION

The system of Brazilian education - according to its Law of Lines of Direction and Basis for the National Education 9394 (*Lei de Diretrizes e Bases para a Educação Nacional - LDB* in Portuguese), approved in 1996 - is divided in Basic Education, Professionalizing Education and Superior Education. The Basic Education is composed for Kindergarten Education, Basic Education, College Education and Youngster and Adult Education that in this study will be called of EJA. According to Gentile (2003), the EJA characterizes itself as being directed to all youngster and/or adult who did not have access or could not continue the education in the appropriate age.

The EJA is a right in the Constitution of 1988 - treated in article 208, reaffirmed in LDB 9394/96 in Article 37 - that guarantee all Brazilians of any age the right to Basic Education. We believe that this modality of education must unable anyone to read, to write and to understand the national language, as well as the domain of symbols and mathematical operations, of essential knowledge of social and natural sciences and access to the cultural means of production - among them, there are leisure, art, communication and sport.

The EJA is regulated by Legal Opinion 11/2000 and Resolution 01/2000 of the Council of Basic Education (*Câmara de Educação Básica - CEB)* of the National Advice of Education (*Conselho Nacional de Educação - CNE).* In these documents, we found the recommendation of establishing differentiated profile of this population, the pupils must be treated in accordance with their age group and not as children neither as teenagers, the contents must be adequate to the necessities of the pupils without losing the commitment with the knowledge, the EJA courses must elaborate a differentiated pedagogical proposal for this modality of education.

The physical education is present on the mandatory contents of LDB 9394/96 as a component of the basic education. However, it is facultative to night education, to students who work six hours or more per day, to people who are thirty years old or more, to those that had been to the military service and to those who have an offspring - despite its importance when introduced to the contents as an area of knowledge that introduces the issue about the body - body, corporal culture, health, body practices. However, it is not enough to offer physical education, it is necessary to qualify the attendance of this subject.

The General Coordination of Youngster and Adult Education (*Coordenação Geral de Educação de Jovens e Adultos - COEJA* in Portuguese) launched in 2002 a curricular proposal for the 2 segments of EJA (from the 5th to the 8th grades) with the purpose to subsidize the state secretariats and municipal in relation to EJA, having in its 3rd volume the physical education subject. This material was based on the answers of questionnaires sent to schools that possess the modality of EJA education. According to document, there are few proposals that are really developed in the area on this modality of education. In this study, the physical education presents a biological conception with the focus of work on health parameters approaching the physical activity as a way to keep the health and the welfare. This conception is centered in the practice of sports that is many times justified by values that are present in the sports practice, such as: solidarity, respect and integration. A very important point presented by the research of COEJA is the great attendance and frequency of the pupils when the subject is offered (portal.mec.gov.br/secad). We can think that, for the pupil, physical education has an important work to carry on, otherwise, they have many legal "excuses" not to participate of the lessons.

We believe that with a great offering of EJA in the cities it is necessary to develop directed actions to the qualification of teachers that act together within this population. The diversity found in the lessons with this population demands a reflection of the conceptions and methodologies used until now. It is necessary to know and to socialize the actions that are being developed updating and extending the knowledge in face of specific points of physical education in the EJA.

According to Gadotti (2003), the school to adequately take care of the EJA population needs to rethink itself, and it needs to create a new curricular orientation since it was essentially thought to take care of children and teenagers. According to author, to facilitate the access and the permanence of a youngster and adult, an adequate structure, a pedagogical project and a conception of educational modality are needed

According to Vigna (centroefeducacional.com.br), understanding the need of EJA for an own adjusted pedagogical model which is adequate to the educational necessities of the pupils is reaffirmed by Legal Opinion 11/00, that points three functions to the EJA: the repairing, the equalizing and the permanent one. The repairing function means the restoration of a denied right, right to a qualified school. The equalizing function will support the worker, making it possible to give him/her access and permanence. The permanent one is seen as the qualification for life of all, propitiating the updating of knowledge for all life. This function should offer a general formation in direction of an integral education. [...] critically guide the adults in the search for information that makes them grow and not become rude (GADOTTI, 2003, paulofreire.org/Moacir/artigos).

The basic role of the Physical Education can be pointed as being a knowledge area that introduces the necessary knowledge for the understanding on the corporal culture, to present and to provide the experience of different expressions of this culture, thus with the critical instrumentation on the diverse products of industry of sport/leisure/health that are available. Corrêa (1999) asks "which perception and/or use these adults have about the issues on their body with regard to popular cultures?" (p.72), in the sequence the author answers:

Issues about the body are not subject nor object of literacy and nor of Basic Education, when we speak on issues about the body in the classroom, it is because of interdiction/discipline/punishment or it is an instrument (therefore, the secondary level) for the intellectual development. It is as if men and women when entering the classroom turned only into intellect, thought, reason, etc. (p.73).

According to Corrêa (1999), although Pablo Freire had already to recognized the importance of the corporal culture as a pedagogical element in the EJA, the modality has not been historically considered the area of movement, of the issues about the body, of the arts being relevant in such a way for the composition of the resume as for structural investments as human resources and material,

... limiting (the educational processes) [...]them to the utilitarian and mechanical functions of reading and writing in the search for the preparation for the working market, to be accepted and recognized for the society, or still to fatten the numbers of the statisticians of eradication of the illiteracy [...] (p.68).

In the same way, the pupils can weave relations of their corporal experiences, since that those experiences are proportionate and lived deeply in the school context and will be able to equally gain and meaning and sense in their lives. There is no way to make the body and the intellect distinct, dichotomist things as if when entering the classroom, the pupil could carry only his/her mind, thoughts and reason. This Cartesian dichotomy (body and mind) impregnated the schools and the resumes in such way that the intellectual development occurs separately from the body, a true fragmentation of the possibilities of learning with real consequences in the individuals' lives. However, they continue to be produced, reproduced and strengthened inside the schools. We know that many cities have incorporated the physical education in its resumes of EJA - what provoked some questions. What has been made in the classes of physical education for this population? What theoretical and practical references have supported these professors of physical education? These worries had motivated the present study.

DEVELOPMENT

This study had the aim to elaborate a picture of the production of knowledge in the area of physical education that has as an object the physical education in the EJA, made in the libraries of ULBRA/Canoas, UNISINOS, FEEVALE, UFRGS and IPA universities. This production is expressed in books, final papers, reports and theses. To develop such survey, the data base of the libraries has been consulted in the item subjects, first with the key words physical education and youngster and adult education, only with the words youngster and adult education and finally using only physical education.

At Ulbra/Canoas, from the on line data base of the library of the university, there was not found the material that contained the relation physical education and EJA; in relation to the EJA, it had been found some books which did not present the subject in question. Secondly, we read the indexes of books that compose the file and we looked for some chapter that presented the subject physical education in the EJA. In this search, we found the book "Physical Education of the daily pre-school to university: planning, programs and contents "co-ordinated by the professor Jose Robert Borsari, published in 1980 for the publishing company EPU, São Paulo. This book possess the chapter "3rd degree (university) and supplementary" (p.209-232), where the author suggested a roll of objectives and contents to be reached on these levels of education as well as considerations on appropriate norms, tests and materials. It places as subjects for the education of supplementary education recreation and sports initiation in regard to university education, besides the recreation and the initiation, it also pointed out the specialized training.

The search in the library of IPA was carried through in the same way, and once again, the result was the same, no publication with the subject physical education in youngster and adult education In the library of UNISINOS, we found a master's degree paper on the post-graduation in Education with the title "From literacy to body in movement: a study on the inserted physical education in a popular education proposal" of authorship of Lucimauro Fernandes de Melo, published in 2006. The paper analyzed in which extent the Nucleus of Education of EJA of Palmeira das Missões has contributed so that students project their lives for the literacy through the physical education.

However, at FEEVALE we found in the on-line data base of the library, a final paper of the course of graduation on physical education, authorship of Luciane Oliveira Da Silva, with the heading "(Re) meaning the body in the EJA: the search of theoretical and practical alternatives" published in 2005. The final paper had as a general objective to investigate the benefits of the practice of physical education for the pupils of the EJA of a municipal school of the Vale dos Sinos. Pupils, professors and coordinators of the EJA of the searched school had participated of the study. The used instrument was the interview and the documentary analysis. The research concluded that the physical education can not be worked isolated of the other subjects, being the body and the movement very important for the integral development of the individual.

In the same way, at UFRGS, a final paper of the Education course was found: "The Issues about the Body in the Youngster and Adult Education", published by Raquel Pietrowski Pinto in 2005. The present work had the objective to promote a critical reflection of the issues about the body lived by the pupils submitted to the study, as well as to make a review of theses issues. Pupils between 16 and 57 years old of a municipal school of Porto Alegre had participated of the inquiry. The used instrument was the documentary analysis, in a way that the collection of the data occurred during the lessons by means of investigative questions (oral) and its posterior register. Texts and drawings carried through for the pupils had also offered material for analysis. The research demonstrated a lack in the knowledge of the pupils on the referring information on biological and physiological aspects of the human body, in a way that the corporal perception of the pupils is restricted to the utilitarian aspects of its bodies.

A magazine was also found in the library of Education at UFRGS, with the heading "Learning with young e adult", published in 1999, and it presents a chapter on issues about the body comparing written and verbal languages. They are two distinct alphabets, very complementary: one communicates what the other is not able to say. To make use of only of one of them is to enhance the fragmentation of human being, is to strengthen the dichotomy body/mind and to impose another type, perhaps a finer way of illiteracy (CORRÊA, 1999, p74).

Due to the fact that we found little production on the object of the study, we also consider the periodic found in the libraries. This search was made by reading reviewed scientific magazine of the area from the indexes. The following periodic had been searched following:

CIÊNCIAS DO ESPORTE: 80 (maio) 81 (jan/maio/set), 82 (jan/maio/set), 83 (jan/maio), 84 (set), 85 (jan/maio), 86 (jan/maio/set), 89 (jan), 90 (jan), 96 (maio), 97 (maio), 98(jan/maio/set), 99 (maio/set), 2000 (jan/maio/set), 2001 (jan/maio/set), 2002(jan/maio/set), 2003(jan/maio/set), 2004 (jan/set), 2005 (jan/maio/set), 2006(jan/maio/set), 2007 (jan). 45

REVISTA BRASILEIRA DE CIÊNCIAS E MOVIMENTO: 2000: v 8, n1 (jan), 2 (mar), 3 (jun), 4 (set); 2001: v 9, n1 (jan), 2 (abril), 3 (jul), 4 (out); 2002: v 10, n1 (jan), 2 (abril), 3 (jul), 4 (out); 2003: v 11, n1 (jan), 3 (jul/set), 2004: v 12, n1 (jan/mar), 2 (abril/jun), 3 (jul/set); 2005: v 13, n1 (jan/mar), 2 (abril/jun), 3 (jul/set), 4 (out/dez); 2006: v 14, n1 (jan/mar), 2 (abril/jun), 3 (jul/set), 4 (out/dez) 25

REVISTA BAIANA DE EDUCAÇÃO FÍSICA: 2001: v 2, n1,2,3; 2002: v 3, n1 4

REVISTA MACKENZIE DE EDUCAÇÃO FÍSICA: 2002: ano 1, n1; 2003: ano2, n2; 2004: ano3, n3 3

MOTRIZ, REVISTA DE EDUCAÇÃO FÍSICA DA UNESP: 97: v 3, 1 (jun), 2 (dez); 98: v 4, 1 (jun), 2 (dez); 99: v 5, 1 (jun), 2 (dez); 2000: v 6, 2 (dez); 2001: v 7, 1 (jun), 2 (dez); 2002: v 8, 2 (ago),3 (set/dez); 2003: v 9, n1(jan/abril), 2 (maio/ago), 3 (set/dez); 2004: v 10, n1 (jan/abril), 2 (mai/ago), 3 (set/dez); 2005: v 11, n1 (jan/abril), 2 (maio/ago), 3 (set/dez); 2006: v 12, n1 (jan/abril), 2 (mai/ago), 3 (set/dez).

REVISTA MINEIRA DE EDUCAÇÃO FÍSICA: 2000: v.8, nº 1, nº 2 ; 2001: v.9, n° 1, nº 2, 2003: v.11 n?; 2006: v 14, n 2;2007: v 15

REVISTA COMUNICAÇÃO MOVIMENTO E MÍDIA NA EDUCAÇÃO FÍSICA (Santa Maria): 2000: v.3. ano 3; 2001 v.6 2

KINESIS : 2000 nº 22 (jan), nº 23 (jul) 2

REVISTA CORPOCONCIENCIA (Faculdade Integrada de Santo André): 2000: n. 6 (jun); 2001: n.7 (jan); 2001: n.8 (jul); 2002: n.9 (jan), n. 10 (jun);2003: n.11 (jan), n.12 (jul); 2004 n.13 (jan), n.14 (jul/dez); 2005 n.2 (jul) v.9, n.1 (jan/jun); 2006 v 10 n.1(jan/jun); 2 (jul). 13

REVISTA ALVORADA DE ATIVIDADE FÍSICA (Brasília): 2003 v.1 n.2 (jul/dez)

MOTUS CORPORIS (UGF): 2000: v 7, n 1, 2 ; 2001: v 8, n 1, 2 . 4

REVISTA DE ED. FISICA: n.137 (jun) 2007

REVISTA BRASILEIRA DE ATIVIDADE FÍSICA E SAÚDE (Londrina Paraná): v.5 n. 2, 3.

REVISTA BRASILEIRA DE EDUCAÇÃO FISICA (E. de Ed. Física e Esporte da Univ. de São Paulo): v. 18, n 1 (jan), 2 (abril), 3 (jul), 4(ago/out) especial; v.19 n.1, 2, 3 7

REVISTA DE EDUCAÇÃO FÍSICA (Exercito Brasileiro): 2003: n 127 (jul); 2003: n 132 (nov) n.133 (mar), 134 (ago), 135 (nov); n 136 (mar), 137 (jun) 7

REVISTA DA EDUCAÇÃO FÍSICA /UEM (Universidade Estadual de Maringá): 2002: v 13, n 1 (jan), 2 (jul) 2003: v 14, n 1 (jan), 2 (jul); 2004: v 15, n 1 (jan), 2 (jul); 2006: v 16, n 1 (jan), 2007: v 17, n 1 (jan), 2 (jul). 9

PERFIL: 98: ano 2 ,n 2; 99: ano 3, n3; 2001: ano 5, n5; 2005: ano7, n 7. 4

REVISTA PAULISTA DE EDUCAÇÃO FÍSICA: 88: v 2, n2 (maio), 3 (dez); 92 v 6, n2 (jul/dez); 96: n2; 98: v12, n1 (jan/jul), 2 (jul/dez); 99: v 13, n1 (jan/jul), 2 (jul/dez), Edição Especial (dez); 2000: v14, n1 (jan/jul), 2 (jul/dez), 3 (suplemento); 2001 v15, n1 (jan/jul), 2 (jul/dez), 4 (suplemento); 2002: v16, n1 (jan/jul); 2003 v17, n2 (jan/jul) 17

REVISTA PARANAENSE DE ED. FÍSICA: 2000: v 1, n1(maio) e n2 (nov). 2

CORPO EM MOVIMENTO: 2003, 2004, 2005: v 3, n1/2 (jan/dez) 3

CINERGIS: 2000: v1, n1 (jan/jul), 2 (jul/dez); 2001: v2, 2 (jul/dez); 2002 v3, n1 (jan/jul), 2 (jul/dez);, 2003 v4, n1 (jan/jul), 2 (jul/dez); 2004 v5, n1 (jan/jul), 2 (jul/dez); 2005 v6, n1 (jan/jul), 2 (jul/dez);. 11

Two hundred periodic had been revised, some articles about nocturnal education were found, but we did not find any on the Youngster and Adult Education.

Final discussions and considerations

With these data we can reflect on the space of the youngster and adult education in the courses of physical education. These results possibly show that little is produced on the subject. Another reflection that can be made is the possible distance from the university to school institutions that take care of this population.

From this survey, we can point that there ia a challenge for the universities as for the scientific community to start to provoke, to guarantee and to extend the debate and the discussion on subjects related to physical education in the modality of education EJA.

The results of the research had not been a total surprise because Gutheil (2006) already had carried through a bibliographical research in three universities of Rio Grande Do Sul State, ULBRA/Canoas, UNISINOS and UFRGS, and pointed that there was no theoretical material on the Physical Education in the Youngster and Adult Education in the related universities, and the little that the researcher found was on the InterNet, material that many times does not present the theoretical suppositions and the necessary depth does not take care of the present demands in such modality of education.

Thus, we understand that the physical education in the EJA, being an area of knowledge, and not as a mere practice of physical activity, will not be able to fulfill with its formative role through researches not only referring to practice, but also referring to the knowledge construction that fulfills the necessities of children, teenagers, adults, and mainly, of workers. It is necessary to extend the concept of this modality of education, so that it can contemplate the human being in its totality, i.e., intellectual, social, cultural, corporal development, etc.

However, in the perception of Corrêa (1999), the courses of Physical Education are still distant from an educational knowledge that makes possible that the future professors of the area work in a compromised way to this demand "because its resumes has privileged the requirements of the market in the formation of the professors, Young Basic Education and Adult are certainly not in accordance with these requirements" (p.77).

Finally, we understand that the education characterizes itself for being an intentional, systematic and organized activity based on objectives, contents, evaluation and methods of appropriation of knowledge. It is necessary to raise the understanding of the reality making possible the reflection and the critical understanding, as well as the production of compromised forms of performance with the overcoming of the process of marginalization lived for the population excluded of the regular process of education.

REFERENCES

BRASIL. Secretaria de Educação Fundamental. **Proposta curricular para segundo segmento**. Disponível em: http://portal.mec.org.br/secad/arquivos/pdf/eja/propostacurricular/segunosegmento/vol3 _edufisi Acesso em 09/10/2007.

CORRÊA, L. C. **Corporeidade no ensino fundamental de jovens e adultos: como área de conhecimento e como linguagem.** PEFJAT - UFRGS, n 0, ano1, jun/99, p.67-81.

GADOTTI, M. **Educação de Jovens e Adultos**: **Um cenário possível para o Brasil**. Disponível em: http://www.paulofreire.org/Moacir_Gadotti/Artigos/Portugues/Educacao_Popular_e_EJA/EJA_Um_cenario_possivel_2003.pdf>. Acesso em: 02 de agosto de 2007.

GENTILE, P. **Educação de Jovens e Adultos**. 2003 Disponível em: http: www//novaescola.abril.com.br/index.htm?ed/167_nov03/html/encarte>. Acesso em: 3 agosto 2007.

GUTHEIL C. G. A **Educação física na educação de jovens e adultos: uma revisão bibliográfica.** 2006. 42f. Monografia (curso de Educação Física) - curso de Educação Física, Universidade Luterana do Brasil, Canoas.

VIGNA, M.B.C. **Educação de Jovens e Adultos. Aprendendo um pouco mais sobre o EJA**. Disponível em: http//www.centroefeducacional.com.br/eja1.htm. Acesso em 5 de agosto de 2007.

End.: Lima e Silva, 1281, apto 21, Porto Alegre/RS/Brasil Fone: 96885395
E-mail: estagioanaluisa@yahoo.com.br

PHYSICAL EDUCATION IN YOUNGSTER AND ADULT EDUCATION
ABSTRACT:
The aim of this study is to identify the production of knowledge in the area of the physical education that has as an object of the physical education in Youngsters and Adults Education (*Educação de Jovens e Adultos - EJA* in Portuguese) in the libraries of ULBRA (Canoas), UNISINOS, FEEVALE, UFRGS and IPA universities. This production is expressed in books, final papers, reports and theses. In order to carry this survey the data base of the libraries of these universities had been consulted. At ULBRA/Canoas and at IPA, there are not materials related to physical education and EJA. At UNISINOS, we found a master's degree in Education. At FEEVALE, we found a final paper of the graduation course of in physical education. Moreover, at UFRGS, we found a final paper of the teaching course. We also consider the periodic that we found in the libraries, we read the magazines from their indexes, totalizing 206 units. However, we did not find articles referring to Youngsters and Adults Education. From this survey, we can point that there is a challenge for the universities, as well as for the scientific community. It is a challenge to provoke, to guarantee and to extend the debate of the issues in relation to physical education in the modality of EJA education.
KEY WORDS: Physical education, Youngster and Adult Education, Production of knowledge

ÉDUCATION PHYSIQUE DANS L'ÉDUCATION DE JEUNES ET ADULTES
RESUME:
Cet étude a eu comme objectif identifier la production de connaissance dans l'éducation physique, qui aie comme objet de discussion l'éducation physique dans l'eja, réalisée dans les bibliothèques des universités ULBRA (Canoas), UNISSINOS, FEEVALE, UFRGS et IPA. Production exprimée dans des livres, monographies, dissertations et thèses, pour rèalizer telle recherche, les bancs de donnés des bibliothèques des référées universités ont été consultés. Dans ULBRA (Canoas) et IPA aucun matériel avec la relation éducation physique et eja a été trouvé. Dans UNISINOS nous avons trouvé une dissertation de maîtrise en éducation. Et dans FEEVALE nous avons trouvé une nomographie de conclusion du cours de licence en éducation physique, de même façom dans UFRGS nous avons rencontré une monographie de conclusion du cours de pédagogie, habilitation magistére. Nous considérons aussi les gazettes qui nous avons trouvé dans les bibliothéques, nous realisons la lecture des revves à partr des ses tables des matières, en totalisant 206 exemplaires, cependant nous n'avons pas rencontré des articles concernants à l'éducation de jeunes et adultes. À partir de cette rechercher, nous pouvons pointer qu'il y a un defi tant pour les universités, comme pour la communauté scientifique, pour qu'elles commencent a provoquer, garantir et amplifier le debat et la discussion de thémes, autour de l'éducation physique dans la modalité d'enseignement eja.
MOTS-CLÉS: Éducation physique - éducation de jeunes et adultes - production de connaissance

EDUCACIÓN FÍSICA EN LA EDUCACIÓN DEL JOVEN E DEL ADULTO
RESUMEN:
Este estudio tiene la intención de identificar la producción del conocimiento en la zona de la educación física que tiene como objeto de la pelea en la educación física en el EJA, llevado a través en las bibliotecas de las universidades ULBRA (Canoas), UNISINOS, FEEVALE, UFRGS e IPA. Producción este expreso en libros, monografías, tesinas y tesis. Para llevar con tal examen las bases de datos de las bibliotecas de las universidades relacionadas habían sido consultadas. En la ULBRA/Canoas y en el IPA no hay material con la relación educación física encontrada y EJA. En la UNISINOS encontramos una tesina del master en la educación. Ya en la FEEVALE encontramos una monografía de la conclusión del curso de la licenciatura en la educación física, de la misma forma, en la UFRGS que encontramos una monografía de la conclusión del curso de la enseñanza de la calificación de la pedagogía. También consideramos los periódicos que encontramos en las bibliotecas, nosotros llevamos a través de la lectura de los compartimientos de sus índices, totalizando 206 unidades, no obstante no encontramos referir los artículos a la educación del joven y del adulto. De este examen, podemos señalar que de tal manera tiene un desafío para las universidades, como con respecto a la comunidad científica de modo que empeze a provocar, garantizar y ampliar la discusión y la pelea de temas orientados a la educación física en la modalidad de la educación EJA.
PALABRAS CLAVES: Educación física - educación del joven e del adulto - producción del conocimiento

A EDUCAÇÃO FÍSICA NA EDUCAÇÃO DE JOVENS E ADULTOS
RESUMO:
Este estudo objetivou identificar a produção de conhecimento na área da educação física que tenha como objeto de discussão a educação física no EJA, realizada nas bibliotecas das universidades ULBRA (Canoas), UNISINOS, FEEVALE, UFRGS e IPA. Produção essa expressa em livros, monografias, dissertações e teses. Para realizar tal levantamento foram consultados os bancos de dados das bibliotecas das referidas universidades. Na ULBRA/Canoas e no IPA não foi encontrado nenhum material com a relação educação física e EJA. Na UNISINOS encontramos uma dissertação de mestrado em Educação. Já na FEEVALE encontramos uma monografia de conclusão do curso de licenciatura em educação física, da mesma forma, na UFRGS encontramos uma monografia de conclusão do curso de pedagogia habilitação magistério. Consideramos também os periódicos que encontramos nas bibliotecas, realizamos a leitura das revistas a partir de seus índices, totalizando 206 exemplares, contudo não encontramos artigos referentes à Educação de Jovens e Adultos. A partir deste levantamento, podemos apontar que há um desafio tanto para as universidades, como para a comunidade científica para que comece a provocar, garantir e ampliar o debate e a discussão de temas voltados à educação física na modalidade de ensino EJA.
PALAVRAS CHAVES: Educação Física-Educação de Jovens e Adultos-Produção de conhecimento.