Importance of Digital inclusion of Students in Proeja If-Sertão Pe Campus Petrolina Rural Zone

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Abstract— The study aims to discuss the importance of digital inclusion PROEJA students to transform the educational model so that the process of knowing and acting is stimulating, challenging and appropriate to the times. With the evolution of technology, society has lived continuously the impacts of these technological advances in their daily lives. Teaching cannot be oblivious to this reality; the teacher has the primary role of contributing to the dissemination of ICT'S in the school context. In this context, the study outlines the following objectives: Diagnosing the level of students and factors that hinder access to information technology students PROEJA. Adopts as a qualitative methodology, critical and reflective research participant. Thus, the principle performs a literature search and field, searching the literature documents that may help to answer the demands the questions raised in the problem of the subject under study. It is noticed that the technological development has profoundly modified the daily lives of people, and the school cannot be oblivious to this reality, it needs to adapt and introduce the student to live with these new technologies ICT, also within the school, so it can act as a participating citizen within and outside the educational context.

I. INTRODUCTION

The new model of organization of societies, called the information society, brings new responsibilities for all the people in them. All this denotes the provision of a constant flow of information, enabling the generation of new knowledge and decision making in the various instances. Thus, seen from a functional point of view, information can be understood as a resource that reduces uncertainties, enabling the elaboration, implementation, and evaluation of public policies with a greater degree of effectiveness and efficiency, based on the analysis of the social complexity in their demands and contradictions.

Considering that the penetrability of information technologies is one of the main indicators of development

of the information society and advocates the installation of Internet access points in public and school libraries, as well as stimulating the development of the production of content and knowledge.

With the emergence of the Internet (World Wide Web), the communication system saw the emergence of a new media that, among other transformations, inserted the concept of interaction in the sender-receiver relationship. While the first ways to put the so-called interactivity into practice appeared on the Internet, traditional vehicles, especially TV, were looking for ways to insert this element in their relationship with the public, creating programs in which the public interacted through telephone voting.

Even if this participation was not limited to having and exercising only the right to vote, but also the expression of opinions and the discussion those was and are until today essential for the exercise of democratic learning. PROEJA (National Program for the Integration of Youth and Adult Education) with basic education in the form of youth and adult education plays, a very important role in the dissemination of education.

Currently, information has assumed a role of great social relevance since the advances of science have become solutions for our daily lives and is present from a productive sector to our most ordinary and private activities. The ability to communicate through conversation is atrophying because of daily living with the machine. Increasingly, large corporations invest more in the search for information systems, aiming to interact quickly and dynamically in all possible areas of knowledge.

In this sense, it is important to point out that the use of these technologies in the teaching and learning process in PROEJA can leverage educational development. Therefore, a proposal for pedagogical intervention must give the activity of learning a new meaning, in which the learning needs appear in attempts to solve problematic situations. And avoiding the problem can harm the student and perpetuate a passive subject inserted in an insignificant space.

Technological development has profoundly modified people's daily lives, and the school cannot remain oblivious to this reality, it needs to adapt and present to the student how to live with these new technologies ICT (Information and Communication Technology) also within the school, to that he can act as a participating citizen inside and outside the educational context. For this, the computer, with its software, can contribute to the establishment of this new paradigm, if the teacher's performance implies the need for a new posture and acquisition of new skills.

The motivation of the research for this theme arises as a way of collaborating to solve the school needs in the face of the current demands of social life: to form citizens and to offer the possibility of apprehending the necessary skills and abilities that facilitate social insertion. In addition, it means contributing in a concrete way to the school education sector, while encouraging students to think and organize their positions to be able to take part in management situations that will appear throughout their lives.

However, the problem that involves the study deals with the possibilities of inserting PROEJA students in digital inclusion? How to overcome resistance and promote the digital emancipation of young people and adults excluded from the knowledge society? The idea of accepting the new, in the exercise of changing the ways of learning, must be present in the school routine. Trying to break with the conventional teaching schemes, meet the so-called prior knowledge of reading and writing, in addition to being necessary to put students in contact with a tool that is present in the scenarios of work, leisure and daily life (ATM, supermarkets, hospitals, schools, election etc.). In short, digital inclusion should be seen as a tool to help the didactic process.

Thus, this study has the general objective of analyzing and presenting a scenario of digital inclusion of PROEJA students at the Federal Institute of Education, Science and Technology of Sertão Pernambucano, Campus Petrolina Zona Rural, to later implement it to adapt to the reality of students to the model of digital inclusion in the classroom. In addition to having the specific objectives of diagnosing the level of students and factors that hinder access to information technology of PROEJA students; understand the reasons that motivated PROEJA students to seek information technology resources; understand the consequences that computer resources bring to the social life of PROEJA students.

Methodologically, the research is exploratory, following the bibliographic procedures, which consist of the investigation of systematized knowledge, using field research by careful observation. Soon after, data collection was carried out through observation and informal conversations, using a questionnaire and interview instrument, used according to the stages and purposes of the research.

II.   THEORETICAL REFERENCE

A history about the EJA in Brazil

Since the time of catechization, Brazil has been trying to insert illiterate adults in the context of schooling, this

insertion is strictly linked to social transformations, economic and political conditions that our country has gone through. Today this insertion is based on the LDB nº 9394/96 [1], which reaffirms the constitutional text and guarantees "*EJA*" (Education of Youth and Adults).

[...] the offer of regular evening education suited to the conditions of the student and the offering regular school education for young people and adults, with characteristics and modalities suited to their needs and availability, guaranteeing those who the conditions of access and permanence in the school are workers [...] [2].

According to Pinto [3], the EJA's proposal is precisely to guarantee access and permanence of these young people and adults in school so that they can become autonomous beings, the author also emphasizes that the lack of formal education is not felt by the adult worker as an annihilating deficiency, when the other education provides the foundation for political participation, the performance of the individual in their midst [3].

In view of the above, a devaluation of formal education itself is perceived, since it does not provide learning that is healthy in the day-to-day of these students. That most seek at school is training for the search for a job and not their autonomy itself, which strengthens the myth that education will solve the problem of unemployment and will provide opportunities for social ascension these students, to the true meaning of education and school that is the transmission of historically accumulated knowledge. In this way, the school is privileged training institution, since the contents, especially in the EJA, in their methodological, must be strictly linked with the social facts that mark each historical moment, to be directly associated with the daily lives of these students, thus valuing their culture and their community, which will lead to an appropriation of content in a critical and constructive manner.

Another factor to be pointed out in the EJA is that, in common sense, it is believed that it is enough to give the contents in a superficial way so that they cover the dormant schooling, when in fact in the process of initial schooling it is necessary for teachers to select the contents to be covered and consult the expectations and needs of the students, in order to that have a real north that will produce significant results, not characterizing simplified, reduced and condensed cuts of scientific knowledge.

In modern society, we perceive governments in a hurry to form these individuals. This can be evidenced in Pinto's statement of society rushing into educate people not to create participation, which already exists, but to allow it to take place at higher cultural levels and more identified with the standards of the ruling area [3]. One fulfills what one considers a moral duty, when in fact it is nothing more than a requirement economy of the current globalized society [3]. In this way, there are government programs "*forming*" masses with merely statistical and economic, seen as an effort, when in fact the Education of Youth and Adults must awaken in them the awareness of the need to be educated and literate, awakening the criticality that he is part of society, and he must know this so that he can intervene in your world.

Telles [4] regarding the presence of technologies in the labor market in Brazil, warns that a duality is being institutionalized between what he calls "*integrated workers*" in the modern circuits of the economy, because they learned in courses formal or even in everyday practice to use these technologies to maximize the productivity of the processes and products involved, and what he calls "*workers non-integrated*", because they have not developed concrete conditions to use them with this purpose.

It is noteworthy that within the group of "*workers non-integrated*", there are those that have not even developed conditions to use them to solve every day problems immersed in social relations culturally mediated by technologies, such as operating: electronic machines that sell passes for the use of collective buses; a cashier bank electronics; an electronic ballot box used during elections, among others.

According to the data obtained during the collection of this research, we observed that the great most of the young people and adults concerned have difficulties in accessing and using the digital technologies. In view of the pedagogical assumptions of the curricular proposal of the Education of Youth and Adults, the use of the computer is proposed as part of the reality of the world of work, in the classroom, which will be used as a facilitating and motivating instrument of learning.

The computer follows the rhythm of each student and allows redoing the activities as many times as necessary. It is also worth mentioning the readiness factor with which the student receives feedback on your interactions. It is still considered an ideal instrument of motivation. Thus, it is believed that the computer is the instrument that contributes, effectively, to overcome the difficulties in the student's learning Youth and Adults and assists them in improving their qualifications for work [5].

Today, we live in a world dominated by information and processes that occur very quickly and imperceptibly. Therefore, instead of memorizing information, the students must be taught to look for it and use it. These changes can be introduced with the presence of the computer, which should provide the conditions for students to exercise their

ability to search and select information, solve problems, and learn regardless.

PROEJA History

In 2005, MEC gave birth to PROEJA (National Education Integration Program Professional) and with Basic Education in the Modality of Youth and Adults - instituted by the Decree Nº 5478/05 of 06/25/2005, later revoked by Decree Nº 5840/06 of 07/13/2006. PROEJA is structured from the training of professionals [6].

The proposals concerning the integration of technical vocational education to the education of youth and adults began the moment legal obstacles were removed, that impeded the expansion of the Federal Network of Vocational and Technological Education. The current Government rescued the articulation of professional education with secondary education and, in addition, through the Ministry of Education, under the coordination of the Secretariat of Vocational Education and Technological, implemented a policy of expansion of the Federal Network of Vocational Education and Technological, such Public Policy aims at the multiplication of schools and courses and the offer of courses, within the scope of PROEJA [5].

The educational task needs to introduce values and motivations that constitute a stimulus for the student's development. As well as cultivating thinking and reasoning, the ability to develop ideas and stimulate the imagination creator. The school is a learning environment that has become a center of cultural irradiation of the community that is included. Therefore, it must be entered. Thus, it is necessary that educational institutions are diversified according to the characteristics of the social environment and clientele and in the permanent training of teachers, the fundamental moment is critical reflection on practice.

According to Freire [6] it is critically thinking about today's practice or yesterday that the next practice can be improved, the transformations in the field of Vocational/Technological Education began in 2004, by Decree Nº 5154/04, which regulated some articles established by the Guidelines and Bases of National Education and revoked Decree Nº 2208/97, which had a negative impact on the CEFET (Federal Center for Technological Education) Decree Nº 5154/04, determines that the professional education is developed through courses and programs of initial and continuation of workers; of technical vocational education at medium level and education undergraduate and graduate technological professionals [2].

According to this Decree, secondary technical vocational education must be developed in conjunction with high school, and can be developed in an integrated, concurrent, or subsequent. In 2005, Decree Nº. 5478/05 instituted, within the scope of the Federal Institutions of Technological Education, the Education Integration Program Professional to High School in the Youth and Adult Education Modality o which defined that PROEJA should cover courses and programs of initial and continued formation of workers and mid-level technical vocational education [6].

In this way, the school is seen as capable of developing functions that facilitate new knowledge in the face of economic, social, and cultural transformations, so that educators need to be inventors and introducers of new knowledge, to meet the expectations of today's society. Change means that the educator needs to acquire new techniques and methodologies capable of transforming the learning environment of the apprentice, into something dynamic, meaningful, and participatory.

Education presupposes educators who approach theory and practice with an attitude innovative, stimulate and facilitate the student's learning, provide subsidies for young people can create and develop possibilities, centered on reality. In summary, Moreira and Silva [8] emphasize that not incorporating the understanding of these transformations to critical theorization, means that the curriculum will act with restricted objectives of the implementation, without incorporation of any school activity.

[...] will be able to adopt courses, in the scope of PROEJA, public institutions of the of federal, state and municipal education, national private service entities social, learning and professional training linked to the union system and entities linked to the National Service for Industrial Learning (SENAI), National Service for Commercial Apprenticeship (SENAC), Social Service for Industry (SESI), Social Service of Commerce (SESC), Social Service of Transport (SEST), National Rural Apprenticeship Service (SENAR) and the Brazilian Support Service for Micro and Small Enterprises (SEBRAE) […] [9].

The Initial and Continuing Training Courses for Workers, at PROEJA, have the maximum workload of 1,600 hours, with 1,200 hours for general training and 200 hours, at least, dedicated to professional training. For education courses mid-level technical professional, the maximum workload is 2,400 hours, ensuring cumulatively, the allocation of at least 1,200 hours for general training is a charge minimum hour established for the respective technical professional qualification.

In 2006, this Decree was revoked by Decree Nº 5840/06, which defined that PROEJA would be a National

Program. According to this Decree, PROEJA courses and programs should consider the characteristics of young people and adults served and can be articulated to the elementary school or high school, with a view to raising the worker's level of schooling. The courses must also be linked to secondary education, in an integrated or concomitant.

The program aims to provide comprehensive training through studies, focusing on under six specific principles: the first principle is the inclusion of the population in opportunities offered; the second consists of the organic insertion of the EJA modality, integrated to professional education in public systems, based on the concept of education as a citizen's right; the third principle is the expansion of the right to basic education, for the universalization of secondary education. The fourth principle understands work as a principle educational and this allows linking the high school with the perspective of work; the fifth principle, establishes that research must be one of the foundations of the formation of the subject, and, therefore, brings the intellectual autonomy of the students as it is built; and the sixth principle considers the generational conditions, of gender, of ethnic relations as foundations of the human formation and the forms of production of social identities.

Diversity proposes that the school makes possible different arrangements in the dynamics of learning, seeks to establish contacts outside the school routine and create possibilities for students to develop significant knowledge. The effectiveness of diversity presupposes the school autonomy to implement educational policies, which reflects the commitment in the face of issues capable of mobilizing student learning in the pedagogical proposal.

In summary, the PCN'S (National Curriculum Parameters) address that the exercise full autonomy is centered on a pedagogical proposal, specific to the institution, which must reflect in the provision of human, financial, educational, and physical resources that enable the use balance of time and physical space, interaction situations and forms of learning organization that favor the acquisition of knowledge, according to the guidelines presented in the proposal.

The education system, based on the analysis of the curricular proposal, must enjoy autonomy and self-initiatives to create programs that go beyond practice conventional. The classroom is an environment conducive to the daily construction of knowledge, in that teachers and students can exchange relevant educational experiences. For take advantage of the possibilities of this space (classroom) it is necessary to transform the educational activities in competent and playful classes.

The teacher must always be able to way means following the activities carried out by the students, identifying their possible difficulties in proposing innovative solutions in educational practice. Therefore, see that it is always possible to transform the pedagogical work from creative ideas; Students should be actively involved in the development of the necessary guidelines for the conduct of pedagogical actions.

In which school environments need to be flexible, to avoid monotony, in which students would be more interested in learning about the construction and reconstruction of meanings. It is believed that innovations in the school environment can transform the educator into a competent communicator, with reconstruction activities continues to be innovative, with theoretical basis capable of assimilating theory and practice with autonomy and diversity. The school must characterize environments so that their values and competences can flow continuously. These school environments will bring positive impacts on the teaching-learning process, as the change in pedagogical work provides opportunities in the construction of knowledge.

Educators must investigate and clearly define the educational action, considering it as a social action, proposing a curricular proposal that considers the school-community, producing an educational practice that articulates theory and practice, having as a subject of the learning process.

The Importance of Digital Inclusion in PROEJA

The development of actions aimed at digital inclusion is a necessity and, in turn, one of the emergencies of the postmodern world. The implementation of a project educational informatics aimed at the education of young people and adults aims to provide the social inclusion of subjects, associating the rescue of a right that was denied to them at some point in life – the continuation of their school life – with the action of information technology in education of youth and adults (EJA), as a different and, increasingly, necessary way of knowledge production.

In this way, a project that seeks to collaborate to rescue their citizenship, in addition to integrating information technology into the education of young people and adults, inserting subjects into cyber culture, and expanding the scope of possibilities for development and systematization of their educational process, considering their different life contexts, and aiming to develop autonomy for navigation in cyberspace.

Rezende [10] places new information technology technologies as a factor that cannot be ignored in the formation of a current Education project, which uses a perspective of construction of knowledge, bearing in mind

that "educational technology must adapt to the needs of a particular pedagogical political project, placing them at the service of their objectives and never determining them.

This author emphasizes the importance of taking advantage of the opportunity generated by the entry of new technologies to review traditional teaching concepts, as these technologies provide new approaches in the teaching-learning process, however, care must be taken not to think that the mere entry of new technologies will provide renewal of concepts and traditional practices, which can mean a throwback to Skinnerian technicality.

Still, highlights that there is no close relationship between new technologies and new pedagogical practices, despite the contribution that the former can make to the latter, and that the creation of teaching materials based on new technologies capable of assisting in the transformation of Education depend on of the effort to link the design of these materials to new theoretical approaches.

[…] Research also confirms that the transfer from theory to practice of instructional design is neither easy nor obvious, and often initiatives to use the constructivist assumptions in the development of technological environments of teaching-learning fall short of the initial intention […] [10].

For Almeida [11], computer technology at school is fundamental, both for students and students for teachers. This new technology has become an important means of study and research. You elementary and high school students, when using the computer, enter a multidisciplinary and interdisciplinary environment, instead of just receiving information, the students also build knowledge, thus forming a process where the teacher educates the student and when educating is transformed through the dialogue with the students.

Each generation invents, creates, innovates and Education also has its process of creation, invention, and innovation, mainly in the field of knowledge. Information technology, then, at the service of an educational project, provides conditions for students to work from themes, projects, or extracurricular activities. The computer is only and only a means to promote the development of intelligence, flexibility, and creativity.

According to Levy [12], new ways of thinking and living are being developed in the world of communications and IT. The relationships between men, the work, intelligence itself depends, in fact, on the incessant metamorphosis of informational devices of all kinds. Writing, reading, seeing, listening, creating, and learning are captured by increasingly advanced Informatics.

Borba and Penteado [13] still indicates that Access to Information Technology should be seen as a right and, therefore, in public schools and private, the student must be able to enjoy an education that at the present time include, at the very least, a 'technological literacy'. Such literacy must be seen not as a course in Informatics, but rather as learning to read this new media.

Thus, the computer must be inserted in essential activities, such as learning to read, write, understand texts, understand graphics, count, develop notions space etc. And, in this sense, Informatics at school becomes part of the answer to issues related to citizenship. The insertion and use of computers and the development of software in the Educational Institutions respond to the needs of a globalized society that demand from their members a social interaction and faster problem solving presented cooperatively.

Léa Fagundes [14], in an interview with Revista Nova Escola, Edition 184: *"Digital inclusion is not only the broad access to technology, but the appropriation of it in solving problems and that the school practices digital inclusion when incorporates into its practice the idea that one educates by learning when using technological resources"*. Faced with this new situation, it is important that the teacher can reflect on this new reality, rethink its practice, and build new forms of action that allow not only dealing with this new reality, as well as building it.

III.   MATERIALS AND METHODS

The importance and interest achieved by the treatment of information aimed at the process of digital inclusion consists of the investigation of systematized knowledge, through the study of some theorists. At first, a study was carried out, following the bibliographic procedures, which, as Ferreira [15] recalls, are recognized for *"carrying out an inventory and descriptive research of the scientific production on the subject that seek to investigate"*. According to the author, in general, research tries to answer: what aspects and dimensions have been highlighted and privileged in different times and places? In what ways and under what conditions has certain knowledge been produced? What have been the spaces for disseminating the productions of the chosen field?

Bibliographic research is used to support the literature and theoretical support in the analysis and interpretation of data. According to Gil [16], bibliographic research is part of the theoretical framework of research, a requirement in scientific works, pointing out the need to carry out a bibliographic survey to identify the view of the subject by other researchers and the way or method of focusing or interpreting the subject. Theme, to incorporate concepts

and know points of view. This research to compose the theoretical foundation analyzes and presents a scenario of digital inclusion of PROEJA students at the Federal Institute of Education, Science and Technology of Sertão Pernambucano, Campus Petrolina Zona Rural.

The research subjects were 100 students who agreed to participate in the research through the Free Informed Consent Term – TLCE. Questionnaires were applied to diagnose the current situation of PROEJA IF Campus Petrolina Zona Rural students. The list of questions was designed to report the level of Digital Literacy of students in the Field. To fill it out, the team responsible for and Coordination for PREJA of the IF Sertão Pernambucano – Campus Petrolina, Zona Rural and the respective person in charge of the IT Information Technology area and responsible for the Computer Laboratories collaborated. Subsequently, a model of Digital Inclusion Course was elaborated.

Procedures, control forms and quantitative and qualitative data were developed to assist in recording the reality of PROEJA students when the questionnaire was applied, which are within each reality of students in the Rural Area.

IV. RESULTS AND DISCUSSION

The field research, carried out with the objective of seeking a theoretical basis for a deeper foundation about the raised problematization, made the importance of digital inclusion in PROEJA more explicit. Also providing the recognition of important references, such as the various knowledge, considered essential for teacher training, and the quality categories of teaching action.

The reflection on the immediate factors and the major conditioning factors, associated with the problem, led to highlight, for the present study, some essential aspects originated from the interview applied to students. Below are the results of the questions asked:
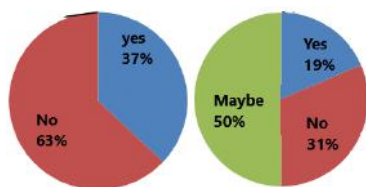

Fig.1 and 2. Results of the sample that is considered digitally literate

Question 1 and 2: Do you consider yourself "digitally literate"? If you consider yourself, do you intend to improve?
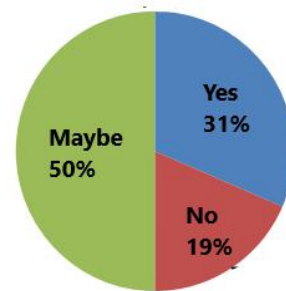
Source: Own authorship, 2022.

Fig.3. Results of the sample that intends to become digitally literate

Question 3. If you are not "digitally literate", are you interested in being?
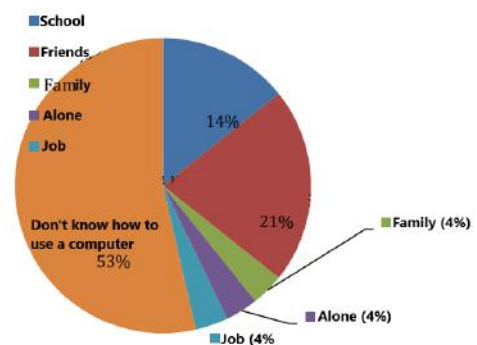
Source: Own authorship, 2022.

Fig.4. Shows the percentage of origin of learning how to use computers.

Question 4. How did you learn to use computers?
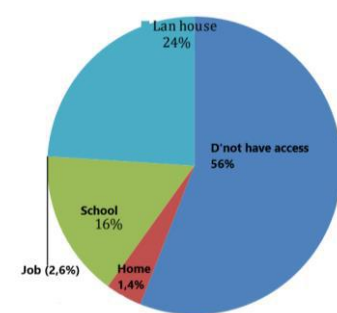
Source: Own authorship, 2022.

Fig.5. Shows the distribution of access locations to microcomputers

Question 5. Where do you have access to a microcomputer?
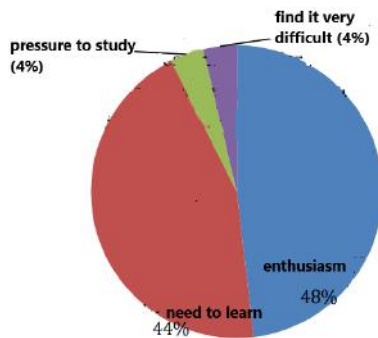
Source: Own authorship, 2022.

Fig.6. Represents feelings towards computing

Question 6. How do you feel about computing and Information Technology?
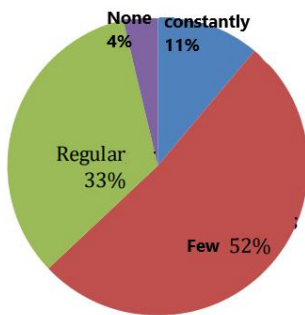
Source: Own authorship, 2022.

Fig.7. Displays the frequency of access to the computer

Question 7. How often do you have access to the Computer?

Source: Own authorship, 2022.

Fig.8. Presents the domain over the word processor tool

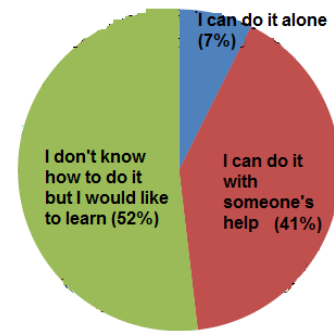Question 8. Use a word processor (Ex.Word)?

Source: Own authorship, 2022.

Fig.9. Shows mastery of the spreadsheet processor tool

Question 9. Use a Spreadsheet Processor (Ex.Excel)?

Source: Own authorship, 2022.
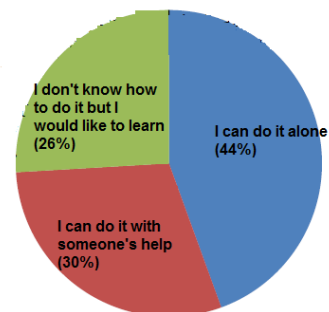
Fig.10. Presents the domain of search engines

Question 10. Use search engines (Google)?

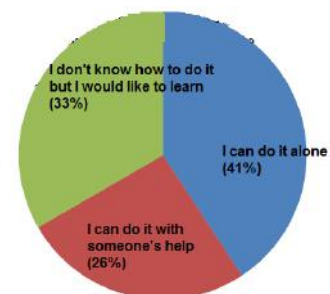Source: Own authorship, 2022.

Fig.11. Shows the domain on the use of social networks

Question 11. Use real-time communication programs or Social Networks. (MSN, ORKUT, Facebook, and others)?
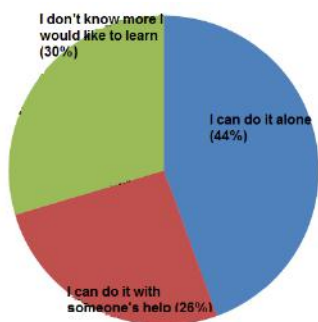
Source: Own authorship, 2022.

Fig.12. Displays the domain over file execution

Question 12. Run/Open a file?
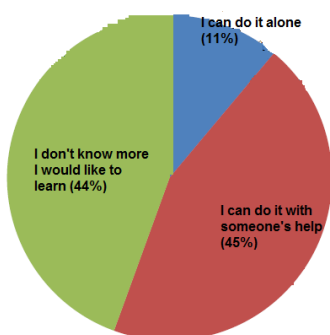
Source: Own authorship, 2022.

Fig.13. Presents the domain on the use of media for copying files

Question 13. Copy file to CD/Pendriver?

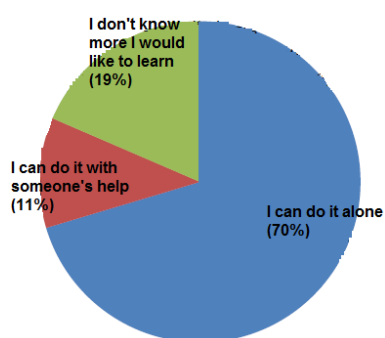Source: Own authorship, 2022.

Fig.14. Displays the domain on Internet access

Question 14. Access the Internet?

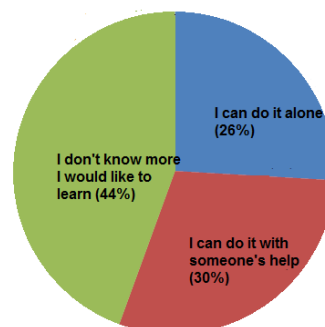Source: Own authorship, 2022.

Fig.15. Presents the domain over writing and sending electronic messages (email)

Question 15. Write and send emails?

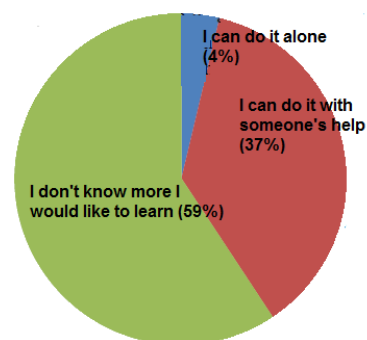Source: Own authorship, 2022.

Fig.16. Presents the domain on the activity of attaching files to email

Question 16. Attach a file to the email?
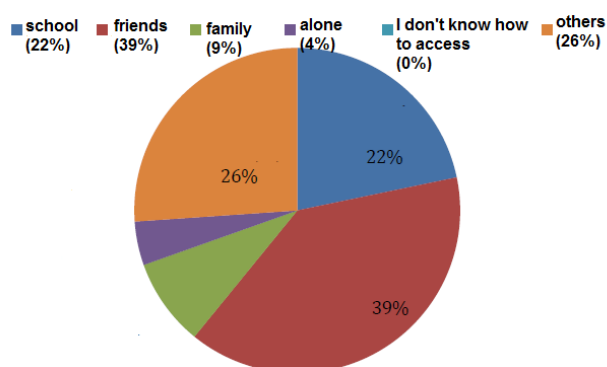
Source: Own authorship, 2022.

Fig.17. Presents the origin of learning to use the Internet

Question 17. How did you learn to use the Internet?

Source: Own authorship, 2022.

Education has as its essential basis the way to prepare the individual, forming his personality, improving it, preparing him in the physical, moral, and intellectual aspects. It is important that teachers act as mediators between theory and practice, so that they facilitate the interaction of the teaching-learning process.

In this perspective, after the evaluation and analysis in research on access to Information Technology resources in PROEJA of IF Sertão PE (Unit Petrolina Zona Rural), it was found that the area of democratization of resources of new information technologies does not meet the requirements of a globalized and interconnected world in digital knowledge.

EJA students end up being excluded again from digital inclusion programs, since even basic education is still difficult for them. The portion of the human contingent that seeks education is considerable and it is necessary to solve their educational difficulties. Thus, there is an urgent need for a program that includes education and technology as a facilitator of this task that belongs to everyone, a commitment of citizens to the construction of citizenship for students.

It was observed in the face of the study, how much technologies are present in the daily lives of our students, young people, and adults, that is, in all segments of their lives, in their daily tasks, in their relationships with social life, students encounter, in some way, with the technologies. This does not mean that they have mastered this technological knowledge. IT'S

It is therefore necessary to provide this student with the autonomy so that he becomes a being able to go, for example, to the bank and carry out the necessary banking transactions, in a virtual way, without having to ask the bank employee or anyone else for help. The acquisition of this autonomy, of this knowledge, is the responsibility of the school.

The challenge that arises is for the school institution to promote favorable conditions for the mastery of instruments related to pedagogical practices to work in the classroom. Adapting schoolwork to a new reality, marked by the presence of a globalized world. However, it is important to verify the potential of expanding the use of technological resources in the education of young people and adults. The use of ICTs contextualized with the culture of the students becomes a collection of knowledge that will contribute to the construction of a teaching and learning environment in which competencies and skills can collectively thrive.

Therefore, enabling the development of peculiar ways of thinking, which deals with the fundamental capabilities to accompany the globalized world, is part of the construction of knowledge, which means favoring the development of certain attitudes, such as positioning oneself critically, making predictions and making decisions, before the information conveyed in the educational process and others.

IV.   FINAL CONSIDERATIONS

According to the field research carried out at the Institute Federal Sertão Pernambucano – Campus Zona Rural, the information obtained contemplates rethinking the digital inclusion of PROEJA students in a situation of reflection and criticism. During all the technology that the world offers, there are those who are excluded from the digital age. During social exclusion is the digital exclusion, in which there are people from underdeveloped levels of life, who do not have access to the basic means of social rights, in addition to being far from access to the means of digital computing.

It is important that digital inclusion be a tool to help the didactic process, and never as an end. The teacher should encourage the student to give opinions, debate and question about the results that are being found. Digital Inclusion is the universalization of access to the means, tools, contents and knowledge of the information and communication society through telecommunications and information technologies.

The primary solution for inclusion in the digital world, as is the case of PROEJA, IF SERTÃO PE students, is the awareness of everyone and everywhere. It is by embracing this cause that it is society's duty to see everyone having access to new technologies, regardless of race, color, social level, or disability. We must strive to make more and more inclusion projects grow and strengthen, whether by disseminating, creating tools, or working concretely on projects.

Being aware of changes and following each step of evolution is crucial for today's professionals. Thus, as information technology advances every day, it is important to train people who are aware of the importance and the right for this progress to reach everyone without distinction.

It is necessary to encourage digital inclusion as an opportunity to grow knowledge, create and expose innovative ideas, in addition to encouraging sustainability, efficient communication between people, as well as many other possibilities that are still poorly explored. It is necessary to educate the individual so that he can understand that the computer and the internet are not just tools for accessing chat and relationship sites but provide the improvement of the quality of life for all of us, by

expanding the world view and connection with diverse cultures.

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