


ACTIVE METHODOLOGIES IN YOUTH AND ADULT EDUCATION: AN ANALYSIS OF THEIR IMPACTS ON LEARNING, ENGAGEMENT, AND SCHOOL RETENTION

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Abstract

This study analyzed the impacts of active methodologies on learning, engagement, and school retention in Youth and Adult Education (YAE), considering the specificities of this educational modality and its

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historical challenges. It is a qualitative literature review based on scientific publications from 2022 to 2026, retrieved from SciELO, Latindex, and university repositories. The study was guided by the following research question: what are the impacts of active methodologies on learning, engagement, and school retention in YAE?. The findings revealed that active methodologies, such as problem-based learning, gamification, the use of digital technologies, and collaborative learning, significantly contribute to meaningful learning by valuing students' prior knowledge and promoting autonomy. Regarding engagement, there was an increase in students' motivation, participation, and interest, especially when interactive and contextualized strategies were applied. Concerning school retention, these methodologies were shown to reduce dropout rates by strengthening the relationship between students and the school environment, making the educational process more attractive and inclusive. However, challenges were also identified, including the need for teacher training, structural limitations, and inequalities in access to digital technologies. It is concluded that active methodologies represent a promising strategy for YAE, provided they are aligned with public policies and contextualized pedagogical practices.

Keywords: Active methodologies, Meaningful learning, School engagement, School retention, Youth and adult education.

INTRODUCTION

Youth and Adult Education (YAE) is configured as an essential educational modality for the promotion of social equity, by providing access to schooling for individuals who, for different historical, social, and economic reasons, did not complete basic education at the regular age. In this context, YAE presents specificities that require differentiated pedagogical approaches capable of considering students' life trajectories, previous experiences, and concrete needs. Given these particularities, traditional teaching methodologies centered on the transmission of content have proven insufficient to ensure meaningful learning, as well as to promote the engagement and school retention of this population (Noffs, 2025; Pereira; Pierro, 2024).

Within this scenario, active methodologies emerge as an innovative pedagogical alternative, grounded in the student's active participation in the process of knowledge construction. Such methodologies shift the focus from teaching to learning, stimulating autonomy, critical thinking, and problem-solving. According to Cunha et al. (2024), active methodologies can be understood as strategies that promote student protagonism through interactive, collaborative, and contextualized practices. In YAE, these approaches become even more relevant because they dialogue directly with the reality of students, favoring the appreciation of their knowledge and experiences (Lopes; Henn, 2022).

The incorporation of resources such as digital technologies, gamification, problem-based learning, and educational games has enhanced the application of active methodologies in YAE.

Studies indicate that the use of Digital Information and Communication Technologies (DICT) contributes significantly to digital inclusion and to the strengthening of learning, expanding possibilities for interaction and access to knowledge (Silva; Pereira, 2023; Rocha Santos, 2025). Furthermore, practices such as gamification have stood out as effective strategies for increasing student engagement, making the educational process more dynamic and motivating (Cruz et al., 2024; Trentin; Trentin, 2024).

Despite the advances, the implementation of active methodologies in YAE still faces significant challenges, such as insufficient teacher training, scarcity of teaching resources, and structural limitations of educational institutions. In addition, many educators encounter difficulties in adapting these methodologies to the specificities of the YAE population, which may compromise their effectiveness (Lima et al., 2025; Silva et al., 2025). In this sense, continuing teacher education and the development of contextualized pedagogical practices become fundamental to the success of these approaches (Ridolfi et al., 2025).

Another relevant aspect concerns the relationship between active methodologies and school retention. Dropout in YAE is a recurring problem, often associated with factors such as lack of motivation, learning difficulties, adverse socioeconomic conditions, and lack of identification with the school environment (Silva; Ribeiro; Silva, 2025). In this context, pedagogical practices that promote

engagement and the appreciation of the student can contribute significantly to reducing dropout rates. Studies indicate that strategies based on affectivity, motivation, and active student participation favor the construction of bonds with the school, strengthening their retention (Mattos; Santos, 2023; Viana et al., 2025).

Moreover, the use of active methodologies in the teaching of specific contents, such as mathematics and science, has demonstrated positive results in the performance of YAE students. The application of mathematical games, for example, contributes to the understanding of abstract concepts in a more accessible and meaningful way (Santos; Santos, 2025; Sena et al., 2025). Likewise, approaches based on problems and experimentation have favored the development of scientific thinking and the construction of knowledge in a contextualized manner (Lima et al., 2025).

Given this panorama, the following research question is defined as the research problem: in what way do active methodologies influence learning, engagement, and school retention in Youth and Adult Education? This problem is justified by the need to understand how innovative pedagogical practices can contribute to overcoming the challenges historically faced by YAE, especially with regard to school dropout and the low quality of learning.

Thus, the objective of this study is to analyze the impacts of active methodologies on the learning, engagement, and school retention of YAE students, considering their potentialities and limitations in the contemporary educational context. It also seeks to identify the main strategies used, as well as the challenges faced in their implementation, in order to contribute to the improvement of pedagogical practices in this educational modality.

The relevance of this research lies in the possibility of supporting reflections and more effective educational practices that meet the specific demands of YAE and promote a more inclusive, meaningful, and transformative education. By highlighting the impacts of active methodologies, it is expected to contribute to the strengthening of public policies and pedagogical actions aimed at improving the quality of education and guaranteeing the right to education for all. Finally, it is emphasized that the adoption of

these methodologies should not be understood as an isolated solution, but as part of a set of integrated actions involving teacher education, educational management, and public policies committed to equity and social justice (Losada; Silva, 2026; Urban; Frasson, 2025).

METHODOLOGY

The present research is characterized as a literature review with a qualitative approach, of a descriptive and exploratory nature, whose objective is to analyze the impacts of active methodologies on learning, engagement, and school retention in Youth and Adult Education (YAE). The choice of this methodological design is justified by the need to systematize and interpret recent scientific productions, allowing the construction of an expanded understanding of the investigated phenomenon in light of different contexts and theoretical approaches.

The investigation was guided by the following leading question: what are the impacts of active methodologies on learning, engagement, and school retention of students in Youth and Adult Education? Based on this question, the study sought to identify scientific evidence addressing both the potentialities and the challenges of implementing these methodologies in the context of YAE.

The process of searching for studies was carried out in the Scientific Electronic Library Online (SciELO), Latindex, and institutional repositories of universities, considering the relevance of these sources for the dissemination of scientific productions in the field of education. Data collection took place from March to April 2026, encompassing publications available within the time frame from 2022 to 2026, with the aim of ensuring the timeliness of the analyzed evidence.

To carry out the searches, controlled and uncontrolled descriptors were used, combined through the Boolean operators “AND” and “OR,” namely: “*Educação de Jovens e Adultos*” [Youth and Adult Education], “*EJA*” [YAE], “*metodologias ativas*” [active methodologies], “*aprendizagem significativa*” [“meaningful learning”], “*engajamento escolar*” [school engagement], “*permanência escolar*” [school retention], “*evasão escolar*” [school dropout] and “*inclusão digital*” [digital inclusion]. The search

strategies were adapted according to the specificities of each database, aiming to broaden the sensitivity and scope of the results.

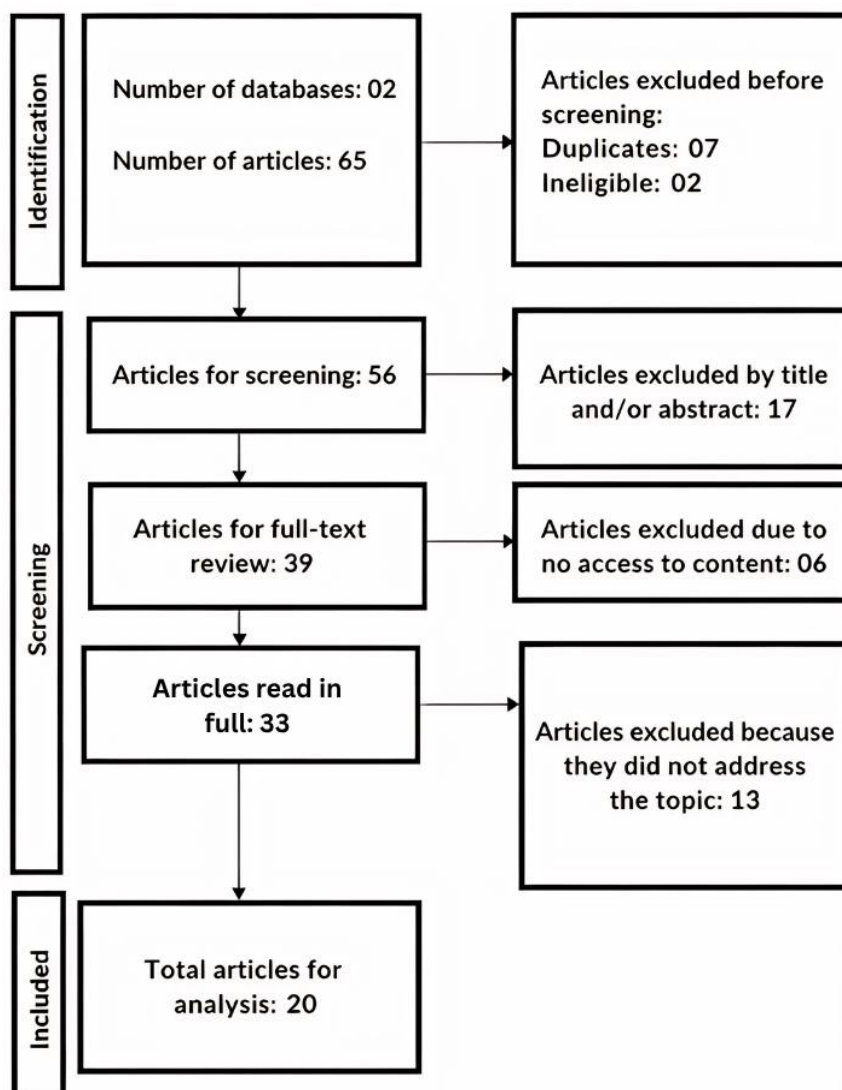
The inclusion criteria established were: (a) scientific articles, dissertations, and theses published between 2022 and 2026; (b) studies available in full text, in Portuguese, English, or Spanish; (c) research directly addressing the use of active methodologies in YAE; and (d) productions presenting discussions related to learning, engagement, or school retention. On the other hand, the exclusion criteria adopted were: (a) duplicate studies in the databases; (b) publications that did not deal specifically with YAE; (c) works with restricted access or unavailable in full text; and (d) productions that did not present methodological rigor or relevance to the proposed objective.

The selection of studies occurred in sequential stages: initially, titles and abstracts were read to identify thematic relevance; then, the full reading of the selected works was carried out in order to confirm the eligibility criteria. Subsequently, the studies were organized and critically analyzed, seeking to identify convergences, divergences, and gaps in the literature.

The flow of the study selection process, from identification to final inclusion of the analyzed productions, is systematized in Figure 1, which schematically presents the stages of the review, including the number of studies identified, selected, and excluded at each phase.

Figure 1

Flowchart of the study selection process



Source: Authors.

Data analysis was carried out using the thematic analysis technique, allowing the categorization of findings into central axes related to learning, engagement, and school retention. This stage made it possible to interpret the results in light of the adopted theoretical framework, contributing to the construction of a critical and well-founded synthesis on the investigated topic.

Finally, it is emphasized that the ethical principles of scientific research were respected, ensuring proper citation of authors and the reliability of the information presented, in accordance with the standards of the Associação Brasileira de Normas Técnicas (ABNT).

RESULTS AND DISCUSSION

The results of this review show that the use of active methodologies in Youth and Adult Education (YAE) has significant impacts on learning, engagement, and school retention, although such effects are conditioned by structural, pedagogical, and social factors. The analysis of the selected studies allowed the organization of the findings into three central thematic axes: (1) contributions to meaningful learning, (2) student engagement strategies, and (3) implications for school retention.

With regard to learning, the studies indicate that active methodologies favor the construction of knowledge in a contextualized and meaningful way, by considering the previous experiences of YAE students. Approaches such as problem-based learning, the use of digital technologies, and collaborative activities promote greater understanding of content, especially when linked to learners' reality (Cunha et al., 2024; Lopes; Henn, 2022). In this sense, it is observed that student protagonism contributes to the development of higher cognitive skills, such as critical thinking and intellectual autonomy, aspects essential for the YAE population (Ridolfi et al., 2025).

In addition, studies addressing the teaching of specific contents, such as mathematics and science, demonstrate that the use of active methodologies facilitates the assimilation of abstract concepts. The incorporation of educational games and playful strategies, for example, has proven effective in improving academic performance, by making the learning process more accessible and dynamic (Santos; Santos, 2025; Sena et al., 2025). Likewise, gamification has been highlighted as a relevant pedagogical resource capable of stimulating students' active participation and promoting greater interest in the contents (Cruz et al., 2024; Trentin; Trentin, 2024).

Regarding engagement, the results indicate that active methodologies contribute significantly to increasing students' motivation and participation in school activities. The use of interactive strategies, such as debates, group work, and digital resources, favors the construction of a more dynamic and participatory learning environment, which positively reflects on learners' involvement (Silva; Pereira, 2023; Rocha

Santos, 2025). Furthermore, valuing students' experiences and knowledge strengthens their self-esteem and sense of belonging, factors fundamental to engagement in YAE (Viana et al., 2025).

However, the studies also show that student engagement is directly related to teacher training and performance. Teachers who use active methodologies in a planned and contextualized way tend to obtain better results in student involvement. On the other hand, the absence of continuing education and the lack of knowledge about these strategies may compromise their effectiveness (Lima et al., 2025; Silva et al., 2025). Thus, the importance of investments in teacher training is highlighted, aiming at the proper implementation of these methodologies in the context of YAE.

With regard to school retention, the results demonstrate that active methodologies can contribute to the reduction of dropout rates by promoting a more welcoming and meaningful educational environment. The adoption of student-centered pedagogical practices favors the construction of bonds with the school, increasing motivation to continue studies (Mattos; Santos, 2023). In addition, strategies that integrate affective and social aspects, such as the recognition of learners' life trajectories, are shown to be fundamental for school retention (Viana et al., 2025).

However, dropout in YAE remains a complex challenge, influenced by multiple factors that go beyond the school environment, such as socioeconomic conditions, work schedules, and family responsibilities. In this context, although active methodologies play a relevant role, their effectiveness depends on articulation with public policies and broader institutional actions (Silva; Ribeiro; Silva, 2025; Losada; Silva, 2026). Thus, it is understood that school retention requires an integrated approach that considers both pedagogical aspects and students' living conditions.

Another relevant aspect identified in the studies concerns digital inclusion as an element that enhances active methodologies. The use of digital technologies expands possibilities of access to knowledge and favors interaction among students, contributing to learning and engagement (Silva; Pereira, 2023). However, inequality in access to technological resources still constitutes a significant

barrier, especially in contexts of social vulnerability, which may limit the benefits of these strategies (Rocha Santos, 2025).

The synthesis of the main findings of this review, considering the thematic axes and the contributions of the analyzed studies, is presented in Table 1, which systematizes the evidence related to learning, engagement, and school retention in YAE.

Table 1

Synthesis of the main review finding

Thematic axis	Evidence found	Applied strategies/methodologies	Observed impacts	References
Meaningful learning	The studies show that active methodologies promote the construction of knowledge in a contextualized way, considering the life experiences of YAE students, which favors greater understanding and retention of content.	Problem-based learning, collaborative learning, use of DICT, solving problem situations, and contextualized activities.	Development of critical thinking, intellectual autonomy, greater assimilation of abstract contents, and strengthening of meaningful learning.	Cunha <i>et al.</i> , 2024; Lopes; Henn, 2022; Ridolfi <i>et al.</i> , 2025
Teaching of specific contents	Improvement in performance is evidenced in areas such as mathematics and science, especially when playful and interactive strategies are used that facilitate the understanding of complex concepts.	Educational games, gamification, practical experimentation, use of digital resources, and investigative methodologies.	Improvement in academic performance, greater understanding of abstract concepts, more dynamic and accessible learning.	Santos; Santos, 2025; Sena <i>et al.</i> , 2025; Trentin; Trentin, 2024
Student engagement	Active methodologies contribute to the increase of students' participation, interest, and motivation by promoting interactive and dialogical practices.	Debates, group work, use of digital technologies, gamification, participatory methodologies.	Increased motivation, active participation, strengthening of self-esteem and sense of school belonging.	Silva; Pereira, 2023; Rocha Santos, 2025; Viana <i>et al.</i> , 2025

Teacher education and pedagogical practices	The effectiveness of active methodologies is directly related to teacher education and the capacity for contextualized pedagogical planning.	Continuing education, innovative pedagogical practices, integration between theory and practice, use of diversified teaching resources.	Improvement in pedagogical mediation, greater effectiveness in the application of methodologies, and expansion of learning possibilities.	Lima et al., 2025; Silva et al., 2025; Ridolfi et al., 2025
School retention	It is observed that innovative pedagogical practices contribute to the reduction of school dropout by making the educational environment more meaningful and welcoming.	Student-centered strategies, appreciation of life experiences, affective and inclusive practices.	Reduction of dropout, strengthening of the bond with the school, increase in retention and continuation of studies.	Mattos; Santos, 2023; Viana et al., 2025
Structural and social challenges	Dropout and learning difficulties are related to external factors, such as socioeconomic conditions, work, and family responsibilities.	Educational public policies, integrated institutional actions, and psychosocial support.	Limitation of the effectiveness of active methodologies when not articulated with broad student support policies.	Silva; Ribeiro; Silva, 2025; Losada; Silva, 2026
Digital inclusion	The use of digital technologies enhances learning and engagement, but still faces barriers related to unequal access.	Use of digital platforms, multimedia resources, and virtual learning environments.	Expansion of access to knowledge, greater interaction and dynamism in classes, though with limitations in vulnerable contexts.	Silva; Pereira, 2023; Rocha Santos, 2025

Source: Authors (2026)

Additionally, Table 2 presents the main active methodologies identified in the studies, as well as their applications and impacts in the context of YAE, allowing a comparative view of the strategies used and their results.

Table 2

Active methodologies applied in YAE and their impacts

Active methodology	Pedagogical characterization	Application in the YAE context	Potentialities	References
Problem-Based Learning (PBL)	Structured from the resolution of real problems, promoting investigation, reflection, and collective construction of knowledge.	Use of problem situations related to students' daily life, such as work, health, and citizenship.	Favors the development of critical thinking, autonomy, and meaningful learning, bringing theory and practice closer together.	Cunha <i>et al.</i> , 2024; Lima <i>et al.</i> , 2025
Collaborative Learning	Based on interaction among students for the joint construction of knowledge.	Development of group activities, debates, and interdisciplinary projects.	Stimulates cooperation, communication, respect for differences, and collective construction of knowledge.	Lopes; Henn, 2022; Ridolfi <i>et al.</i> , 2025
Gamification	Incorporates game elements, such as challenges and rewards, into the educational process.	Application in pedagogical activities, especially in mathematical and digital contents, making teaching more dynamic.	Increases engagement, motivation, and students' active participation.	Cruz <i>et al.</i> , 2024; Trentin; Trentin, 2024
Educational games	Use of playful resources as a teaching strategy to facilitate content understanding.	Aplicação no ensino de matemática e ciências, por meio de jogos físicos e digitais.	Application in the teaching of mathematics and science through physical and digital games.	Santos; Santos, 2025; Sena <i>et al.</i> , 2025

Use of Digital Technologies (DICT)	Integrates technological resources into the teaching-learning process, expanding forms of access to knowledge.	Use of digital platforms, applications, videos, and virtual learning environments.	Promotes digital inclusion, expands access to information, and diversifies pedagogical strategies.	Silva; Pereira, 2023; Rocha Santos, 2025
Project-Based Learning (PjBL)	Develops knowledge through the elaboration of projects with a practical and contextualized purpose.	Projects focused on students' social reality, involving daily-life themes and community actions.	Stimulates protagonism, interdisciplinarity, and practical application of knowledge.	Leite; Morais, 2025; Silva et al., 2025
Participatory methodologies	Grounded in dialogue, problematization, and the active participation of students in the educational process.	Conversation circles, case studies, debates, and contextualized reflective practices.	Strengthens the bond between educator and learner and values students' prior knowledge.	Viana et al., 2025; Mattos; Santos, 2023
Blended learning	Combines face-to-face and online activities, integrating different teaching modalities.	Complementary use of virtual environments with in-person meetings in YAE.	Makes teaching more flexible, favors autonomy, and expands learning possibilities.	Silva et al., 2025; Urban; Frasson, 2025

Source: Authors (2026)

In general, the results show that active methodologies constitute a promising approach for YAE, by promoting more meaningful learning, increasing student engagement, and contributing to their retention in school. However, their effectiveness is conditioned by overcoming structural challenges and the implementation of contextualized pedagogical practices that consider the specificities of this population.

The discussion of the findings shows that the adoption of active methodologies in Youth and Adult Education (YAE) represents a relevant pedagogical strategy to face historical challenges related to learning, engagement, and school retention. The critical analysis of the literature allows a deeper understanding of these impacts based on three fundamental axes: (1) active methodologies and meaningful learning in YAE; (2) student engagement and innovative pedagogical practices; and (3) school retention and coping with dropout. These subthemes are articulated with one another and reflect the complexity of the educational process in this educational modality, requiring an integrated and contextualized approach.

ACTIVE METHODOLOGIES AND MEANINGFUL LEARNING IN YAE

With regard to meaningful learning, it is observed that active methodologies play a central role in resignifying pedagogical practices in YAE. In this sense, Cunha et al. (2024) highlight that such methodologies promote the construction of knowledge based on the student's active participation, breaking with the traditional model centered on content transmission. This perspective is particularly relevant in YAE, since students bring with them life experiences that can be incorporated into the teaching-learning process, favoring the contextualization of content.

Corroborating this idea, Lopes and Henn (2022) emphasize that meaningful learning occurs when new knowledge relates in a non-arbitrary way to learners' prior knowledge. In YAE, this relationship is enhanced by active methodologies, which value the student's experience as the starting point for the construction of knowledge. In this way, teaching ceases to be a mechanical process and becomes dynamic, reflective, and contextualized.

In addition, Ridolfi et al. (2025) point out that the adoption of pedagogical practices based on critical literacy contributes to the development of students' intellectual autonomy. By encouraging the problematization of reality and critical reflection, active methodologies promote not only the learning of contents, but also the formation of subjects capable of acting consciously and transformatively in society.

Another relevant aspect concerns the application of these methodologies in specific areas of knowledge. Santos and Santos (2025) demonstrate that the use of educational games in mathematics teaching facilitates the understanding of abstract concepts, making learning more accessible. Similarly, Sena et al. (2025) point out that inclusive strategies in science teaching contribute to the construction of knowledge in a more meaningful and contextualized way.

However, Lima et al. (2025) warn that the effectiveness of active methodologies depends on their adequate implementation, which requires pedagogical planning and teacher education. The absence of these elements may compromise the expected results, highlighting the need for investments in teacher training and the professional development of educators.

Therefore, the discussion indicates that active methodologies constitute a powerful approach to promote meaningful learning in YAE, provided that they are applied in a contextualized way and aligned with the specificities of the population served.

STUDENT ENGAGEMENT AND INNOVATIVE PEDAGOGICAL PRACTICES

Student engagement emerges as one of the main benefits associated with the use of active methodologies in YAE. In this context, Silva and Pereira (2023) show that the use of digital technologies expands the possibilities of interaction and participation for students, contributing to a more dynamic and motivating learning environment. The incorporation of Digital Information and Communication Technologies (DICT) favors not only access to knowledge, but also the construction of new ways of learning and teaching.

Additionally, Rocha Santos (2025) highlights that digital inclusion is a determining factor for the engagement of YAE students, especially in a context marked by the growing digitalization of society. By enabling access to technological resources, active methodologies contribute to the reduction of educational inequalities and promote greater participation of learners.

With regard to pedagogical strategies, Cruz et al. (2024) emphasize that gamification has proven to be an effective tool for stimulating students' interest and motivation. By incorporating playful elements into the educational process, this approach makes learning more attractive and meaningful, favoring student engagement. Complementarily, Trentin and Trentin (2024) point out that the use of games in mathematics teaching contributes to students' active participation, promoting more interactive learning.

Another relevant factor is the affective dimension in the educational process. Viana et al. (2025) emphasize that self-esteem and the sense of belonging are fundamental elements for the engagement of YAE students. Pedagogical practices that value dialogue, listening, and respect for learners' experiences contribute to the construction of positive bonds with the school, favoring their participation in school activities.

However, Silva et al. (2025) point out that student engagement is also conditioned by structural factors, such as the availability of resources and teacher education. The absence of adequate infrastructure and professional training may limit the implementation of active methodologies, compromising their results.

In this sense, Ridolfi et al. (2025) reinforce the importance of continuing teacher education as an essential element for the success of innovative pedagogical practices. Trained teachers are able to plan and execute strategies that promote student engagement, contributing to the improvement of the quality of education in YAE.

Thus, the discussion shows that student engagement in YAE is strongly influenced by the adoption of active methodologies, provided that they are accompanied by adequate structural and pedagogical conditions.

SCHOOL RETENTION AND COPING WITH DROPOUT IN YAE

School retention in YAE constitutes one of the greatest challenges faced by this educational modality, with dropout being a recurrent and multifactorial phenomenon. In this context, Silva, Ribeiro,

and Silva (2025) highlight that factors such as socioeconomic conditions, work schedules, and family responsibilities directly impact the continuity of studies, requiring pedagogical approaches that consider these specificities.

Faced with this scenario, Mattos and Santos (2023) argue that pedagogical practices based on affectivity and the valuing of students are fundamental to promoting school retention. By establishing positive bonds between educator and learner, active methodologies contribute to the construction of a more welcoming and inclusive school environment, favoring the continuity of studies.

In addition, Viana et al. (2025) emphasize that students' motivation and self-esteem are directly related to school retention. Pedagogical strategies that promote recognition of learners' life trajectories and achievements contribute to strengthening their identity and engagement with the school.

On the other hand, Losada and Silva (2026) show that school dropout in YAE is associated with structural factors that go beyond the school environment, such as social inequalities and the lack of effective public policies. In this sense, although active methodologies play a relevant role, their effectiveness depends on articulation with institutional actions and broader educational policies.

Leite and Morais (2025) highlight that the integration between YAE and programs such as PROEJA can expand opportunities for school retention by offering education more aligned with the needs of the world of work. The use of active methodologies in this context enhances learning and contributes to valuing students.

Moreover, Urban and Frasson (2025) point out that the adoption of innovative pedagogical practices is directly related to the improvement of educational indicators in YAE. The use of active methodologies favors the construction of more meaningful teaching, which can positively impact student retention.

However, Lima et al. (2025) warn that the implementation of these methodologies still faces challenges, such as resistance to change and lack of resources. Such limitations highlight the need for

public policies that encourage pedagogical innovation and guarantee adequate conditions for its application.

Therefore, the discussion demonstrates that active methodologies can contribute significantly to school retention in YAE, provided that they are articulated with broader strategies to cope with dropout, involving pedagogical, social, and institutional aspects.

CONCLUSION

The present research aimed to analyze the impacts of active methodologies on learning, engagement, and school retention in Youth and Adult Education (YAE), in light of recent evidence from the literature. Throughout the study, the goal was to understand how these pedagogical approaches contribute to the resignification of the educational process, considering the specificities of this population. In this sense, it is recalled that the central focus was on identifying the potentialities and limitations of active methodologies, as well as on analyzing their implications in the contemporary educational context.

In response to the guiding question, the findings show that such methodologies exert a significant positive influence on these three axes. With regard to learning, it was observed that active strategies favor the construction of more meaningful knowledge by promoting students' active participation and the articulation between theory and practice. As for engagement, there was an increase in learners' motivation, participation, and interest, especially when interactive and contextualized approaches are used. In relation to school retention, it was found that innovative pedagogical practices contribute to the reduction of dropout by strengthening bonds and making the school environment more welcoming and relevant.

The main results of this review indicate that methodologies such as problem-based learning, gamification, use of digital technologies, collaborative learning, and interdisciplinary projects have positive impacts on the performance and participation of YAE students. In addition, it was evidenced that valuing learners' life experiences and adopting dialogical pedagogical practices are determining factors

for the success of these approaches. However, important challenges were also identified, such as the need for continuing teacher education, structural limitations, and inequalities in access to technologies, which may compromise the effectiveness of active methodologies.

With regard to the contributions of the research, the systematization of updated evidence on the use of active methodologies in YAE stands out, offering theoretical and practical support for educators, managers, and public policy makers. The study contributes to strengthening more inclusive, critical, and contextualized pedagogical practices by highlighting the importance of approaches that place the student at the center of the educational process. Furthermore, it reinforces the need for integration between pedagogical innovation, teacher education, and educational policies committed to equity and quality in education.

Despite the advances identified, it is recognized that the effectiveness of active methodologies in YAE depends on a set of factors that go beyond the pedagogical sphere, including students' socioeconomic conditions, school infrastructure, and institutional support. Thus, it becomes essential that the implementation of these methodologies be accompanied by public policies that guarantee adequate conditions for their application, as well as investments in teacher education and digital inclusion, aiming to expand their positive impacts.

Finally, it is suggested that future research further explores the empirical analysis of the application of active methodologies in specific YAE contexts, considering different regional realities and student profiles. It is also recommended that longitudinal studies be carried out to assess the long-term effects of these methodologies, especially with regard to school retention and the development of competencies. Investigations that explore the integration between active methodologies and public educational policies also prove relevant, contributing to the construction of more effective and sustainable strategies for youth and adult education.

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