




SPECIAL EDUCATION FOR YOUNG PEOPLE AND ADULTS: THE UNIQUENESS OF EACH STUDENT

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ABSTRACT

The present study deals with "EEJA - Special Education for Youth and Adults: The uniqueness of each student, an interface between Youth and Adult Education and Special Education, analyzing how these two areas can collaborate to promote the inclusion of young people and adults with disabilities. It focuses on the analysis of pedagogical practices, teaching strategies and curricular adaptation necessary to meet the specific needs of these students in a school in the municipality of Tucuruí/PA. It aims to analyze the process of inclusion of young people and adults with disabilities and autism spectrum disorder in the education system, and how these mechanisms guarantee access, permanence and completion of basic education. This study is characterized by a qualitative approach, in the form of case studies, enabling direct contact between the subjects, through semi-structured interviews, observations for data collection. The results reveal that EEJA with regard to access, permanence in education, continuity of schooling and social insertion of students with intellectual disabilities and autism, presents itself as a successful project, however, in relation to the teacher's teaching practice, it is verified that they still have a mechanical view of disability, associating it only with physical or cognitive limitations, without considering the students' unique potential and abilities. These lead us to conclude that for the advancement of the ongoing experience and inclusive education, the possibility of replacing the traditional curriculum and the change in teaching practices, with standardized spaces and times, weigh in, signaling the importance of discussing, thinking and researching curricular proposals built on new bases, open to diversity.

Keywords: Special Education. Schooling. Youth and Adult Education.

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INTRODUCTION

Considering that the school must ensure the access, permanence and success of all students, how the interface between Youth and Adult Education (EJA) and Special Education can be improved to ensure access, permanence and completion of basic education for young people and adults with disabilities and autism spectrum disorder, considering their singularities and specific needs? This study is crucial, as it aims to analyze how access, permanence and completion of basic education for these students is guaranteed, meeting the reparative, equalizing and qualifying purposes of EJA.

Thus, this article is part of my ongoing dissertation research entitled: Studies on Knowledge and Teaching Practice in Special Education for Youth and Adults - EEJA, which aimed to analyze the Teaching Practices of teachers who work with students with disabilities or autism spectrum disorder in an elementary school, Prof. Darcy Ribeiro, in the municipality of Tucuruí/PA. We selected the Darcy Ribeiro School for presenting successful educational actions to PAEE students, since it provides an educational environment that meets the specific needs of students and promotes their inclusion and success. Such as gardening, handicrafts, understanding of the proposal by the school community, in addition to having appropriate space and a good location for the operation of the project.

Thus, the present article, EEJA - **Special Education for Youth and Adults: The uniqueness of each student**, aims to analyze the process of inclusion of young people and adults with disabilities and autism spectrum disorder in the education system, ensuring access, permanence and completion of basic education. It aims to analyze pedagogical strategies and teaching practices that promote inclusive and equitable education.

In this sense, the importance of the study lies in analyzing the educational and social inclusion of students with disabilities, to ascertain whether equity and social justice in the educational environment is being guaranteed, that is, whether there is the promotion of the development of pedagogical strategies, teacher training and curricular adaptation within this inclusive perspective EEJA.

In this discourse, we could not fail to mention that the EEJA brings a dilemma until then, little discussed among current researchers, the interface between Youth and Adult Education and Special Education.

Oliveira and Santos (2017) also discuss the fragility of the interface between EJA and Special Education in the school context due to the absence of initial and continuing teacher training policies for teaching young students and adults with disabilities in inclusive special education.

The interface between Youth and Adult Education (EJA) and Special Education is essential to ensure that all individuals, regardless of their abilities or conditions, have access to inclusive and quality education.

This effort is justified by the need to:

Equity and Social Justice: Educational inclusion is a fundamental right and a social justice issue. Ensuring that youth and adults with special needs have access to education is crucial to promoting equity and reducing inequalities.

Personal Development and Autonomy: Inclusive education allows students to develop their skills and potential, promoting autonomy and independence. This contributes to the improvement of the quality of life and to full participation in society.

Diversity as an Educational Value: The presence of students with different abilities and backgrounds enriches the school environment, promoting diversity and respect for differences. This prepares students to live in a plural and inclusive society.

Compliance with Public Policies: The integration between EJA and Special Education is aligned with national and international guidelines and laws that promote inclusive education, such as the Brazilian Inclusion Law (Law No. 13,146/2015) and the Salamanca Declaration.

The legal basis for school inclusion in Brazil begins with the Federal Constitution of 1988, which ensures education as a right for all, guaranteeing the full development of the person, the exercise of citizenship and qualification for work; and also establishes equal conditions of access and permanence in school and the provision of specialized educational service as a duty of the State, preferably in the regular school system (Brasil, 1988).

Article 208. The State's duty to education will be fulfilled through the guarantee of:
I - Elementary education, compulsory and free, ensuring, inclusively, its free offer to all those who did not have access to it at the appropriate age;
* Item I with wording given by Constitutional Amendment No. 14, of 09/12/1996.
II - progressive universalization of free secondary education; *Item II with wording given by Constitutional Amendment No. 14, of 09/12/1996.
III - specialized educational assistance to the disabled, preferably in the regular school system;

Therefore, LDB No. 9,394/1996, in Art. 37, 38, states that EJA is intended for those who did not have access to or continuity of studies in basic education at the appropriate age, meeting the reparative, equalizing and qualifying purposes placed on Youth and Adult Education.

In this same direction, Resolution CNE/CEB No. 02/2001, which deals with the National Guidelines for Special Education in Basic Education, in its article 2, determines

that education systems must enroll all students, organizing themselves to serve students who are the Target Audience of Special Education (PAEE), ensuring quality education for all.

LAW No. 13,146, of July 6, 2015, the Brazilian Inclusion Law (LBI), in turn, defines disability as an attribute that cannot be detached from the context, since it occurs in the interaction of a person who has one or more characteristics that diverge from the standard with barriers. And it clearly exemplifies in its article 3, defines barriers such as:

[...] any obstacle, obstacle, attitude or behavior that limits or prevents the person's social participation, as well as the enjoyment, enjoyment and exercise of their rights to accessibility, freedom of movement and expression, communication, access to information, understanding, 'safe circulation, among others [...] (Brazil, 2015).

The LBI, also known as the Statute of Persons with Disabilities, is an important milestone in the promotion of school inclusion. Article 27 of the LBI ensures the right to inclusive education at all levels and modalities of education, throughout life. The law establishes that it is the duty of the State, the family, the school community and society to ensure accessibility conditions and ensure the permanence of students with disabilities in school.

These laws and policies aim to ensure that all students, regardless of their special needs, physical or intellectual, their abilities or conditions, have access to a quality and integrated education.

However, in the words of Pires (2008):

Laws inspired by the principle of inclusion are not enough to determine inclusion; This only happens through rupture, that is, a radical change of attitudes as the instigators of a new ethic. New training policies need to be established in all training agencies, and new ethical postures must preside over the construction of the pedagogical projects of our schools. This involves the adoption of appropriate curricula and organizational changes, as well as new teaching strategies and pedagogies that successfully educate all students. It is essential to establish partnerships with the community in this joint effort, in which everyone, teachers, employees, students, parents, families and the community, are invited to participate (Pires, 2008, p.47).

Laws alone are not enough, but they are fundamental for this change of paradigms , which according to Montoan (2011) would be: " Inclusion implies a change in the educational paradigm, which generates a reorganization of school practices: planning, formation of classes, curriculum, evaluation, management of the educational process".

Despite existing laws and policies, effective inclusion in special education requires a continuous and collaborative effort among all actors involved, including educators, managers, families, and the community. It is necessary to invest in training, resources,

infrastructure and awareness to overcome the challenges and promote truly inclusive and equitable education for all.

The relevance of this research lies in its contribution to educational inclusion and in the continuous training of teachers to deal with diversity in the classroom. This study also aims to improve public policies, ensuring the rights established by relevant legislation. In addition, studies such as those by Campos and Duarte (2011) and Fantacini and Campos (2017) indicate that research on educational programs that implement effective actions aimed at the educational and social inclusion of students with intellectual disabilities and autism in the context of Youth and Adult Education (EEJA) is still scarce in Brazil. This gap justifies the relevance of this study, which highlights the need to disseminate more research on Youth and Adult Special Education within the educational setting.

METHODOLOGICAL PATH

The methodology adopted in this study is qualitative, based on the case study modality, as recommended by Yin (2015), who emphasizes the importance of this approach for the in-depth understanding of phenomena in their real context. The work was developed at the Municipal School of Elementary Education Prof. Darcy Ribeiro, located in the municipality of Tucuruí/PA, chosen due to its successful practices in inclusive education, especially in serving students from the target audience of Special Education (PAEE), and for integrating the classes of Youth and Adult Education (EJA), the main focus of this research.

The Prof. Darcy Ribeiro School, founded in 1984 under the name of Rui Barbosa Municipal School of 1st Grade, had its nomenclature changed in 1997 to the current name, remaining so until today. The school operates in three periods: in the morning and afternoon, the initial years of Elementary School are offered, according to Resolution No. 27/2020 of the Municipal Council of Education of Tucuruí (CMET), while the night period is reserved for the EJA modality, according to Resolution No. 28/2020 of the CMET. In particular, Special Education in EJA (EEJA), which serves students with disabilities, global developmental disorders and autism, works in the morning and afternoon shifts, which highlights the school as a reference in the context investigated.

Data collection was carried out through semi-structured interviews and on-site observations, following the recommendations of Ludke and André (2013) for qualitative research, which values direct contact with the study subjects. The interviews were conducted with teachers who work directly with young people and adults with intellectual

disabilities and autism spectrum disorder, addressing their experiences, pedagogical strategies and challenges in the educational context.

The observation procedure included the monitoring of the pedagogical practices carried out in the classroom and the interactions between teachers and students, with emphasis on curricular adaptations and methodological strategies employed. This approach enabled a more detailed understanding of school dynamics and the challenges faced by teachers in implementing inclusive practices.

The data obtained were analyzed using the content analysis technique, according to Bardin (2011). The process involved the categorization and interpretation of the discourses and records of observations, seeking to identify the main challenges, limitations and potentialities of pedagogical practices at the interface between EJA and Special Education.

Finally, this methodological path allowed a critical analysis of the educational and social inclusion of students with disabilities and autism spectrum disorder in the context of EEJA, contributing to reflections on teaching practices and curricular proposals aligned with the principles of equity and social justice.

Initially, we contacted the school board requesting a survey of the number of students with disabilities enrolled in EEJA and the data of the professionals who work in this type of education. The municipal school, the locus of the research, presented 26 students enrolled in the EEJA, in the morning and afternoon shifts, with 13 students in the classroom per period.

The professionals working in these classes are three, one of whom is a regent teacher, named for being responsible for the classes, a Libras interpreter teacher, since the class has three deaf students and a school support professional (mediator). All teachers have higher education and specialization in related areas.

The selection of participants was made by indication of the head teacher, and for ethical reasons, we will refer the participants by Student 1 (E1); Student 2 (E2) and the Regent Professor by Prof. Mara (fictitious name). The participants of this research were two students with intellectual disabilities, enrolled in the EEJA, in the morning, aged between 20 and 40 years, and a teacher responsible for the class to which the students belonged.

Chart 1 shows the descriptive summary of the characterization of the research subjects.

Chart 1 - characterization of the participants

STUDENTS			
Identification	Age	Diagnosis	Schooling
Student 1 (E1)	24 years	Intellectual disability	1st cycle of EEJA
Student 2	21 years old	Intellectual disability	1st cycle of EEJA

(E2)		
TEACHER		
Prof. Mara (fictional)	55 years / 32 years of service	Post-graduate degree in neuro psychopedagogy

Source: Prepared by the author

RESULTS AND DISCUSSION

By promoting the interface between Youth and Adult Education and Special Education, it seeks to create a fairer, more inclusive educational system capable of meeting the needs of all students, contributing to the construction of a more equitable and diverse society.

However, when we see in the school environment how inclusion happens, we are faced with a scenario of insistence on standardized pedagogical models, which do not work on the uniqueness of each student, proving to be inefficient, so that the present and future of education consist of the promotion of diversity as a non-negotiable value.

For Gardner, (19) With his theory of multiple intelligences, Gardner argues that recognizing the uniqueness of each student is essential for a complete and effective education.

In this way, recognizing and valuing the uniqueness of each student is not only an effective pedagogical practice, but also a moral imperative to promote equity and social justice in education. This approach not only benefits students with disabilities but enriches the learning experience for all, preparing them for a diverse and inclusive society.

In the following topic, we will see the trajectory of young students and adults with disabilities and the functioning of this EEJA teaching modality, according to information from an official document made available by the Coordination of Inclusive Special Education of the Municipal Department of Education of the municipality of Tucuruí/PA for the year 2023.

SCHOOL CAREER OF STUDENTS WITH DISABILITIES IN YOUTH AND ADULT EDUCATION IN THE MUNICIPALITY OF TUCURUÍ

As we have mentioned previously about the legal documents that guarantee access, permanence and continuation of studies to students who have not completed at the right age, who belong to EJA, that the municipality of Tucuruí since the 80s has a work of Readiness Rooms, which are Special Rooms that receive adult students with severe disabilities and who have never studied or are those students who are in schools with age gap/ grade and does a Special Literacy work.

This work becomes one of the criteria for evaluating the academic potential to reach the possibility of terminality. The student is worked intensively in this room – which, in fact, is a resource room that provides specialized educational services – and if the student develops the minimum expected to be included in the education network, a pedagogical evaluation is carried out and then insertion in the regular network.

However, this inclusion of a return to regular classrooms did not happen, which caused years and years of these students, enrolled in the same school with no expectations of advancement and possibilities of specific terminality.

The specific terminal is intended for students with special educational needs who are unable to reach the level of knowledge required to complete elementary school. The objective is to provide these students with the possibility of completing education in an integrated training, in order to allow their insertion in the labor market.

Article 59, item II of the LDBEN defines – "... specific terminal for those who cannot reach the level required for the completion of elementary school, due to their disabilities, and acceleration to complete the school program for the gifted in less time."

For this reason, in order to meet the recommendations of the National Policy on Special Education in the Perspective of Inclusive Education, and to solve the problems caused by the implementation of the Special Rooms that the Municipal Department of Education (SEMED) of Tucuruí-PA, developed educational actions, through the project entitled: Pedagogical Project of Special Literacy, created in 2020, by the Coordination of Inclusive Special Education of the Department of Education. The project aimed to:

[...] To provide young people and adults with special literacy with contact with pedagogical practices, based on the fantasy and pleasure of games and play in these non-formal teaching instances, and of these, with the teaching-learning process, respecting the age group and the time of learning of each one, ensuring differentiated learning opportunities for all students and proposing new possibilities that promote socialization, interaction, affectivity and cognition that prepares for school inclusion. (Special literacy pedagogical project, 2020, p.05).

However, verifying that the Special Literacy Pedagogical Project was once again transforming into Special Classrooms that, according to Kelly (2012, p. 21), "built situations for students to adapt to certain behaviors, and did not focus on the development of individuals", directly, the focus was not educational, which, in 2023, with the new Coordination of Inclusive Special Education, this preposition was reformulated for which we will discuss in the pages of this article, thus creating the project of Special Education of Youth and Adults-EEJA, from the EJA modality.

The EEJA is a proposal based on the Operational Guidelines for Youth and Adult Education in the public school system of the Federal District (2021). This project is an educational action with the interface of Youth and Adult Education and Special Education, developed to serve students Target Audience of Special Education-PAEE, in age/year gap, in order to ensure them the constitutional right.

The EEJA 1st and 2nd cycles is a pilot project that has an equalizing function, is related to equal opportunities that allows individuals to have a curriculum appropriate to their needs, aiming at insertion in the world of work and social life.

Figure 1 – EEJA class and the Regent Teacher



Source: Author's personal archive

EEJA has an inclusive and welcoming space for the clientele of young people and adults with disabilities who are arriving at schools after years without access to regular education. According to Borges (2015), before the implementation of special classes, people with disabilities were often confined to psychiatric hospitals or stayed at home, deprived of access to education.

In addition, the social demand of EEJA is driven by the recognition that many individuals may have faced obstacles in their educational journey due to intellectual disability, autism or other learning disabilities that were not properly treated through early stimulation and clinical-therapeutic care during childhood.

Thus, those who did not have access at their own age or who were unable to continue their studies are included in the EEJA classes, enjoying all other legal prerogatives, including with regard to the offer of specialized educational service (SES).

However, according to the report of the interviewed teacher, this SEA offer is not yet being guaranteed to these students: "I think it is necessary for these EEJA students to attend the SEA room, as it will be another pedagogical resource that will help in the teaching-learning process, but so far, they do not have this service." (Prof. Mara, 2024).

STUDENTS' AND TEACHERS' NARRATIVES ABOUT THE EEJA

In this section, the various testimonies obtained by the research subjects will be demonstrated through the scripts of open questions. The results that could be achieved, according to the view of teachers and students with disabilities, are largely positive and multifaceted. We seek to understand the perception of students with disabilities and teachers about EEJA and the meaning of this space for them and their future visions.

We will start with a report by Prof. Mara. According to Freire: "Teachers are not holders of knowledge, because it is by learning that we learn to teach and we need to give learning its due importance". (Freire, 2011, p. 25). In this sense, "it is worth noting that we learn all the time, especially when we are with the students, we learn to learn to teach, including knowing how to listen and observe that we know our students better" (Prof. Mara, 2024).

Prof. Mara, thus identified to preserve her identity, has been teaching for over 30 years and in Special Education for Youth and Adults for four years. She has some specializations in the area of Special Education, however, in Youth and Adult Education, she has certain knowledge regarding this public, however, she does not have training in the specific area, she states that "the lack of training in this modality of education, both EJA and EE is one of the greatest difficulties found in her educational practice".

Throughout the speech, we will see her position regarding her experience in the face of Special Education for Youth and Adults, (Prof. Mara, 2024):

My experience in this EEJA class has been developing since 2021. In the beginning, because of the Pandemic, there was a need to work from home, when I needed to adapt to the activities based on technologies, I went through many difficulties, but I was able to develop the work online, however the return was minimal on the part of the class due to the fact that only a small part of the students had the instrument to respond to the activities (the cell phone and/or computer). It was a phase of a lot of learning, remote classes provided me with another teaching technique to bring knowledge to students, allowing me to be able to execute the means of communication to transmit teaching to students wherever they were.

In this excerpt, Prof. Mara talks about her experience in times of pandemic and makes it clear that her concern was with the material and technological resources that were indispensable for participation and learning.

It is clear that it was not easy for teachers to engage in this new remote teaching method, mainly due to the lack of technological support for the organization of online classes. In addition to the difficulties in emotional balance, the lack of a quiet environment at home to study, to record classes, due to home activities, were pointed out in the literature

as the main challenges for teachers and students in times of pandemic (Dos Santos Silva and Peixoto, 2020).

After returning, I needed and still continue to study to help them develop their skills, the first challenge was the construction of the school curriculum that I did not have and the project aimed at working through play, and in this way various forms of teaching and learning with students are sought from dynamic classes and workshops providing students with pleasurable classes. I constantly try to improve my work proposal to try to achieve it in its learning process, however the challenges are great due to the special difficulties, disorder and learning deficit of each student (Prof. Mara, 2024).

This is what Cerqueira (2008) calls a functional curriculum that is designed to provide a more inclusive education tailored to the individual needs of students, helping them to become more independent and participatory in their communities by developing practical, daily living, and academic skills.

Many teachers do not receive adequate and ongoing training on how to deal with diversity and the specific needs of students with disabilities. This can result in poor pedagogical practices that do not promote inclusion effectively.

Continuing with the discussion, another difficulty faced by the teacher was the lack of continuing education to work with students with disabilities in the age group of Youth and Adults, she says:

The main difficulty in relation to the teaching of people with disabilities lies in the fact of finding **the teaching methods that best reach students with varied learning abilities**. As much as they search on Google, it is necessary to invest more in continuing education and partnership with professionals who deal with students with learning disabilities and other disorders. The degree course hardly prepares the teacher to deal with the various situations he will face and the training given is basic, but not sufficient. (Prof. Mara, 2024).

According to Carvalho (2019), the lack of resources, the resistance of some teachers and the need for continuing education are obstacles that need to be overcome. The benefits of a teacher innovating with inclusive practices are evident. They promote a more meaningful education, which stimulates students' interest, curiosity and autonomy. In addition, they prepare young people to face the challenges of the contemporary world, developing essential skills and competencies for their integral formation.

When asked about the progress of the school life of these students inserted in EEJA, Prof. Mara comments:

On the first day of face-to-face classes, they were anxious and euphoric. Currently the changes and advances in the school life of my EEJA students are visible, we already have students acquiring reading skills and others who could not copy and

now they can write. I see that the proposal of Special Education for Youth and Adults, EEJA, is a great opportunity for students to develop their skills for writing and fluency in reading. Being able to decode the writing of your name, your family members and everyday things are rewarding actions. We work with projects and we see the results.

For Freire (1987), teachers were not seen as holders of knowledge, but as mediators who facilitate the construction of knowledge together with students. He believed that education should be a collaborative process.

According to the speech of the interviewed teacher, the EEJA has presented itself as an important alternative for continuing studies for young students and adults with intellectual disabilities or autism who were in situations of exclusion in the classroom of regular education.

Continuing with the interview, when we questioned Prof. Mara about the limitations in her teaching practice that prevent or hinder her from developing an effective literacy work with EEJA students, she says that:

Working with EEJA classes is wonderful, but I need pedagogical support, both from the school's technical team, as well as from SEMED's advice and parents, there is a lack of partnership. When the advisors go to school, they go in a hurry, they don't sit down with us to plan, to listen, they don't clear up doubts about the progress of the classes. I practically build all the pedagogical material by myself. There is also a lack of financial investments and adequacy of spaces to carry out projects of daily life, such as cooking, painting, handicrafts. (Prof. Mara, 2024).

In this sense, the school needs to become a more inclusive and welcoming environment, where diversity is valued and all students feel part of the school community.

From this point of view, we know that there is a long way to go and the obstacles are numerous. It is also clear that it is the teacher's work that drives the school, especially with regard to the care of students with disabilities, which makes a constant search for knowledge and improvement essential, so that there is a true process of transformation.

For Freire (1987), teachers must demonstrate respect and humility, recognizing that they can learn as much as they teach. This creates a more democratic and inclusive learning environment. "No one educates anyone, no one educates himself, men educate themselves in communion, mediated by the world" (Freire, 1987, p.39).

We also found that, in view of the issues addressed, the teacher evaluates that continuing education, the participation of specialized technicians, improved working conditions and the lack of pedagogical and financial resources are the necessary conditions to work with students with disabilities and autism spectrum disorder.

We will see below the students' view of the functionality of the EEJA, since the proposal enables students to access both the functional curriculum and the common

curriculum of Basic Education, enabling quality teaching, through curricular and pedagogical practices that meet their educational needs.

In this direction, we seek to understand the perception of students with disabilities about EEJA, the meaning of this space for them and their future perspectives. For ethical reasons, we will refer the research participants as Student 1 (E1), Student 2 (E2).

E1, is 24 years old, has an intellectual disability, is in the 1st cycle of EEJA. The student had a trajectory of failures and dropouts, due to the lack of curricular adaptations with her.

E2, is 21 years old, has an intellectual disability, is in the 1st cycle of EEJA. And he went through several traditional teaching practices that could not make him learn the contents taught, leading him to several years of failures and school dropouts.

In the words of Haddad (2007, p. 204)

(...) school dropout, which is known to be high in EJA programs, due not only to factors internal to the teaching-learning processes, caused by the difficulties inherent to this type of education, but also to external factors linked to the difficult living conditions of the students. To overcome such difficulties, it is important that there are incentives for students to stay.

According to Boruchovitch (2009) "without motivation there is no learning, so a student is motivated when he feels the need to learn and attributes meaning to what has been learned". This is for all students, with or without disabilities. In this sense, when we asked about the teaching and learning process at EEJA, the participants highlighted three aspects that we consider to be important: the continuation of studies; the differentiated service of teachers; future prospects with EEJA.

The first subjects addressed by the students were about the choice and continuation of studies at EEJA and the differentiated service of the teachers. Let's look at some positions:

(...)- When I entered school I didn't even want to know about studying. I was forced! My mother said it would be different, so I went, but as time went by, I found out that she was right. The school was not like the others. The classroom is a little hot because there is no central air conditioner yet, but here the teachers help us a lot. For me, it is a pride to come to school! And I'm going to continue my studies (E1).
(...) I had already repeated it several times, and stopped studying too. Then my mother was called to the Department of Education, then they told her about these EEJA classes. She said she had enrolled me. So, I went there, but I didn't have it, I didn't want to study anymore. However, when I arrived at the school I saw that there were few students, I realized that it could be different! (E2).

Freire (1987) believes that education should be an instrument of social transformation, enabling individuals to understand and change the reality in which they live.

Students, when they realize that their needs are being met, show greater engagement and motivation to learn. When asked about the teaching practices of the teachers, which could not be missing in their classes, we obtained the following answers:

(...) Dialogue could not be missing. I can understand it better the way the teacher explains, I already recognize the letters of the alphabet, I already write my full name and make the numbers up to 50. The teacher always asks if I understood the subject. And I have many friends! That's cool! (E1).
(...) I could not lack affection and respect for my difficulties. Teacher, in the other school, even though we had a mediator, we couldn't learn properly, because the teacher in the room didn't even look at us, as if we weren't his student... student of that class. I was already thinking about giving up studying, now I want to finish elementary school (E2).

Boruchovitch (2009) highlights the need to transform the classroom into an affable environment, activating the student's sense of belonging. Inclusion promotes a sense of belonging, where students feel an important part of the school community. It is essential that the teacher builds an environment where the student feels integrated, sees his doubts and requests for help legitimized.

It is important to note that inclusion in EEJA is a perspective that can bring many benefits to students with disabilities and autism spectrum disorder as a whole. One of them is the prospects for the future, when asked about what their projects are in EEJA, they said that:

(...) My dream teacher is to finish my studies, have a graduation party like the other students have and silence many who said I would never learn anything. My big dream is to be a psychologist! It's not easy to see everyone managing to make their dreams come true and people who have difficulties not being able to! That's why I'm going to take the opportunity to study in this class.
(...) well, I would love to be a teacher, graduate in Pedagogy, teach students with difficulties like mine... to prevent them from passing discrimination, like the ones I went through. And I will complete my studies at EEJA. I know that there is still a lot missing here, but it is better than before, in the "normal" rooms (E1, 2024).

Inclusion promotes the appreciation of diversity and respect for differences, contributing to the formation of a fairer and more inclusive society.

According to Professor Mantoan (2017):

Society must understand that there are no normal and disabled, healthy and unhealthy, beautiful and ugly, tall and thin, black and white, women and men, there are differences and it is not up to us to say who is more or who is less, who has more or less attributes that are desirable. This is a change in mentality, a paradigm shift for any training (Mantoan, 2017, p. 74).

In this context, EEJA can be an environment of school resignification, with a pedagogical intentionality and without infantilization. Recognizing all students, with and

without disabilities, as historical subjects, with future perspectives resulting from the adequacy of scientific knowledge.

However, as results and analyses of the theme under discussion, it was observed that in the EEJA there are difficulties that need to be solved in order to improve access, permanence and completion of basic education for these students, there are teachers unprepared to deal with students with disabilities, the school in general (principals, coordinators, support staff, etc.) who still need (in)information, pedagogical and daily life projects need to be implemented, such as gardening, handicrafts and family members who are absent and blame the educational system.

This responds to our problem, collaboration between teachers, families, community and government is essential for the success of this process, ensuring that each student receives the quality education they deserve, considering their singularities and specific needs. In this context, Freire (1987) highlights the focus on awareness, mutual respect and education as a practice of freedom being fundamental for critical pedagogy and for educational movements that seek to promote social justice and inclusion.

FINAL CONSIDERATIONS

By following the paths of Inclusive Education with an interface in Youth and Adult Education, this research offered an in-depth view of the challenges, perspectives and potentialities that permeate this complex and vital field. Closing remarks seek to synthesize key findings, highlight significant contributions, and point to possible future research directions.

In the course of this research, it became evident that the special education of young people and adults plays a multifaceted role in the education of these students. The analysis of the different theses and dissertations, views of the authors who defend the subject and the reports of teachers and students, revealed the diversity of perspectives that shape the conception of the role of special education in society. Understanding these divergences is crucial for the development of more comprehensive and inclusive approaches to education policy. The results obtained also emphasized the challenges faced by the Special Education of Youth and Adults (EEJA), in fulfilling its transformative role.

In this sense, it was identified that, despite the advances, there are still significant challenges to be faced, such as the mechanistic view of disability by some educators and the lack of adequate resources. However, potentialities were also observed, such as the development of innovative pedagogical practices and the creation of more flexible curricula adapted to the needs of students.

Educators play a crucial role in implementing inclusive practices. Continuous training and adequate support are essential for teachers to develop effective strategies that promote the inclusion and full development of students with disabilities.

It is essential that public policies are effectively implemented and that the necessary resources are made available to ensure quality education for all. Collaboration between governments, schools, families, and communities is vital to the success of educational inclusion.

In order for inclusion in Youth and Adult Education (EEJA), which acts as an interface between Youth and Adult Education (EJA) and Special Education (EE), to advance, it is necessary to invest in teacher training and training, develop adapted and flexible curricula, promote a change in mentality and school culture that values diversity, ensure adequate resources and infrastructure, and implement and monitor public policies effectively. Implementing these strategies can create a more inclusive and equitable educational environment where youth and adults with disabilities and autism spectrum disorder can fully develop their potential.

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