

**EJA INTERVENTIVA PROJECT: CONTRIBUTIONS TO INCLUSIVE CURRICULAR PRACTICES AND POLICIES**

**PROJETO EJA INTERVENTIVA: CONTRIBUIÇÕES PARA AS PRÁTICAS E POLÍTICAS CURRICULARES INCLUSIVAS**

**PROYECTO EJA INTERVENTIVA: CONTRIBUCIONES A PRÁCTICAS Y POLÍTICAS CURRICULARES INCLUSIVAS**

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**ABSTRACT:** EJA Interventiva is an interface between Youth and Adult Education and Special Education developed in the Federal District to assist students with intellectual disabilities and autism in an age-grade lag. This article presents a research of qualitative approach in the modality of Case Study that aims to analyze from the perspective of inclusion this project that became Curricular Guideline. The results revealed that EJA Interventiva presents itself as a successful inclusive project by enabling access and permanence in education, the continuation of schooling and the social insertion of students with intellectual disabilities and autism, serving the reparative, equalizing and qualifying purposes placed for Youth and Adult Education. It is evidenced that inclusive educational projects articulated and developed with the school community can guide normative acts. It is pointed out that for the advancement of the ongoing experience and inclusive education, the substitutive possibility of the traditional curriculum weighs with standardized spaces and times, signaling the importance of thinking about curricular proposals built on new bases, open to diversity.

**KEYWORDS:** Youth and adult education. Special education. EJA interventiva.

**RESUMO:** *A EJA Interventiva é uma interface da Educação de Jovens e Adultos e Educação Especial desenvolvida no Distrito Federal para atendimento de estudantes com deficiência intelectual e autismo em defasagem idade/ano. Este artigo apresenta uma pesquisa de abordagem qualitativa na modalidade de Estudo de Caso, que objetiva analisar na perspectiva da inclusão esse projeto que se tornou Diretriz Curricular. Os resultados revelaram que a EJA Interventiva se apresenta como um projeto inclusivo bem-sucedido ao possibilitar o acesso e a permanência na educação, a continuidade da escolarização e a inserção social de estudantes com deficiência intelectual e autismo, atendendo às finalidades reparadora, equalizadora e qualificadora colocadas para a Educação de Jovens e Adultos. Evidencia-se que projetos educacionais inclusivos articulados e desenvolvidos com a comunidade escolar podem orientar atos normativos. Aponta-se que para o avanço da experiência em andamento e da educação*

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*inclusiva pesa a possibilidade substitutiva do currículo tradicional com espaços e tempos padronizados, sinalizando para a importância de se pensar propostas curriculares construídas sob novas bases, abertas à diversidade.*

**PALAVRAS-CHAVE:** *Educação de jovens e adultos. Educação especial. EJA interventiva.*

**RESUMEN:** *La EJA Interventiva es una interfaz entre la Educación para Jóvenes y Adultos y la Educación Especial desarrollada en el Distrito Federal para atender a los estudiantes con discapacidad intelectual y autismo con diferencia de edad / año. Este artículo presenta una investigación de enfoque cualitativo en la modalidad de Estudio de Caso cuyo objetivo fue analizar desde la perspectiva de la inclusión este proyecto que se convirtió en Guía Curricular. Los resultados ha revelado que la EJA Interventiva se presenta como un proyecto inclusivo exitoso al posibilitar el acceso y la permanencia en la educación, la continuación de la escolaridad y la inserción social de los estudiantes con discapacidad intelectual y autismo, al servicio de los propósitos reparadores, igualadores y calificativos establecidos para la Educación de Jóvenes y Adultos. Se hace evidente que los proyectos educativos inclusivos articulados y desarrollados con la comunidad escolar pueden orientar los actos normativos. Se señala que para el avance de la experiencia en proceso y la educación inclusiva pesa la posibilidad sustitutiva del currículo tradicional con espacios y tiempos estandarizados, demostrando la importancia de pensar propuestas curriculares establecidas en nuevas bases, abiertas a la diversidad.*

**PALABRAS CLAVE:** *Educación de jóvenes y adultos. Educación especial. EJA interventiva.*

## Introduction

Education is an established right for all, the purpose of which is the full development of the student, preparing him for the exercise of citizenship. Despite this guarantee, many students experience difficulties in their schooling process (physical, intellectual, social, emotional, linguistic or other), presenting special educational needs for which schools must seek ways to educate in order to guarantee an equitable education through access to quality educational opportunities.

In relation to students with severe disadvantages, gifted or with special educational needs that originate from disabilities, the Law of Guidelines and Bases of National Education (BRASIL, 1996) states that the education systems must ensure curriculum, methods, resources and organization to meet their needs.

In this sense, the National Policy on Special Education in the Perspective of Inclusive Education (BRASIL, 2008) guides the education systems to guarantee: access to regular education, with learning and continuity in the education levels; transversality of the special education modality from early childhood education to higher education; offering specialized

educational assistance; formation of teachers and other professionals; family and community participation; architectural accessibility; access to communication and information.

In line with the policies aimed at inclusive education, in 2010, the State Department of Education of the Federal District (SEEDF) presented actions that would assure students targeting Special Education (PAEE) who were in an age/year lag, access and permanence in the public education system, guaranteeing the conditions of educational and social inclusion through its insertion in Youth and Adult Education (EJA, Portuguese initials). To this end, the Interventional Youth and Adult Education Project called “*EJA Interventiva 1º segment*” was created, aimed at assisting students with intellectual disabilities and autism with or without the association of other disabilities.

In 2011, in order to guarantee the continuity and complementation of the educational process of the students attended at the EJA Interventiva 1st segment, the Interventional Youth and Adult Education Pilot Project - 2nd Segment was proposed by participating schools. Presenting themselves as successful actions in assisting students with intellectual disabilities and autism, the two projects led SEEDF to present in 2014 the Operational Guidelines for Youth and Adult Education - 2014/2017, including EJA Interventiva as one of its modalities, being a reference in the Federal District by the Elementary Education Center (CEF, Portuguese initials) 01 of Planaltina, an educational establishment known as Centrinho, becoming the object of this research.

The criterion for choosing the educational context investigated is the uniqueness of the ongoing experience and the innovative characteristics of this program. In addition, studies such as those by Campos and Duarte (2011), Fantacini and Campos (2017) show that research on educational programs that present effective actions aimed at the educational and social inclusion of students with intellectual disabilities and autism in the context of EJA are still scarce in Brazil, highlighting the relevance and justification of this study.

The objective established for this research was to present, in the perspective of inclusion, the project for Youth and Adult Education - EJA Interventiva 2nd segment - implemented at the Elementary Education Center 01 in Planaltina/DF and to analyze the impact of the modality for the inclusion and education of students with intellectual disabilities and autism.

The articulation and integration of the Special Education and Youth and Adult Education interface are the guiding axes of this research, which seeks to answer the following questions: what can we learn from the interventionist EJA proposal underway at CEF 01 in Planaltina - DF for inclusion of youth and adults? What are the factors that contribute to the success of EJA Interventiva, transforming it from a pilot project into a curriculum policy?

## **Inclusive Education: an important debate on the educational agenda**

Inclusion is a theme that has permeated many debates and discussions in our society, especially in the educational area, because there is a moment in which the guarantee of the rights to social participation of each person and respect for gender, ethnic-racial diversity, socioeconomic, religious, physical or psychological has emerged as an ethical issue, demanding a more just and egalitarian society (PARANÁ, 2010).

In this context, the perspective of an inclusive school is broadened, which is no longer characterized as one that has students with disabilities enrolled in their classes, but one that serves everyone who has needs regarding the learning process, benefiting from human, technical, technological, and differentiated materials that promote their inclusion. “Inclusive schools are schools for all, implying an educational system that recognizes and meets individual differences, respecting the needs of any student” (CARVALHO, 2004, p. 26, our translation).

Inclusive education demands a renewal and restructuring of the school, which means doing different things for different people. According to Pacheco (2012), treating the unequal as if they were equal, on an equal footing, not only maintains inequality but increases it. In this sense, Stainback and Stainback (1999), Heredero and Anache (2020) argue that inclusion occurs when schools are transformed into institutions that receive and respond in a sensitive, human and efficient way to the specific needs and skills of all students, because everyone has needs at some point. The authors add that this demands more than the insertion of students with disabilities in regular teaching rooms, it implies the re-signification of educational concepts and attitudes and the revision of teaching processes.

Based on these assumptions, in this study we take two educational modalities that are focused on the inclusion process: Special Education for students with disabilities and Youth and Adult Education (EJA), a modality that is the living representation of the complexity, diversity and plurality of society. In it, young, adult and elderly people are served, working class subjects, marked by the diversity of their personal trajectories or specificities of care, who did not have access or continuity of studies at their own age. Students who carry the mark of exclusion in their life history (BRASÍLIA, 2014a; BRASÍLIA, 2014b).

## **Methodological procedures**

As a methodological approach, the case study was chosen because the object of the research is focused on a program, a particular phenomenon, whose description and

understanding provides new relationships, concepts and transfer to other similar situations (ANDRÉ, 2005).

Para a coleta de dados foram utilizados os seguintes instrumentos:

i. Documentary analysis, including the Operational Guidelines for Youth and Adult Education in the Federal District; the Centrinho Pedagogical Political Project and the Interventional Youth and Adult Education Pilot Project - 2nd Segment. There were also diagnostic evaluations carried out at the beginning of the activities of the students, the Curriculum Adequacy Forms and school reports of student development.

ii. Participant observation: one of the researchers belongs to the investigated reality. As observation environments, classrooms, resource rooms, teachers' meetings, informal situations and events were privileged. Observations were recorded in a field diary.

iii. Semi-structured interview: 57 subjects participated - 33 students from EJA Interventiva - 2nd segment (authorized by legal representatives); 05 teachers (active in the classroom and resource room); 04 professionals from the management team; 02 education assistants (monitor and lunch box); 02 professionals from the Secretariat of Education/DF who participated in the construction of the Curricular Guidelines for EJA Interventiva 2014/2017; and, 11 parents/guardians of students. The interviews were recorded. Before the interview, the Free and Informed Consent Form (ICF) was presented.

Data analysis followed the stages established by Bardin (2016): pre-analysis, material exploration and treatment of results.

In the pre-analysis, the floating reading and the choice of documents was carried out. The research corpus was organized by means of a table that established correspondence between the instruments and the research objectives. Then, the documents collected at the educational establishment were organized by themes; the observations noted in the field diary were typed and the recordings of the interviews were transcribed in full.

The phase of exploration of the material consisted of carrying out the operations of coding, classification and categorization, as well as, establishing the registration units and the context units. The theme was chosen as the registration unit. The documents comprising the research corpus were explored, seeking to find congruences and differences, and thus, being separated and organized according to themes that were being established. After choosing the registration unit, the context unit was established, which, according to Bardin (2016, p. 107), “corresponds to the message segment, whose dimensions (greater than those of the registration

unit) are optimal to one be able to understand the exact meaning of the registration unit. This can, for example, be the phrase for the word and the paragraph for the theme". From this organization, categories were established based on the problem and objectives of the investigation in dialogue with the theoretical framework through the triangulation of the instruments used, observing the principles presented by Bardin (2016): mutual exclusion, homogeneity, pertinence, objectivity, loyalty, and productivity.

In the results treatment phase, the data were interpreted to become meaningful and valid in dialogue with the theoretical framework and the objectives proposed for the research. These will be presented in the next topic. It is noteworthy that the interviewees' statements are presented by the alphanumeric system, with the letter "P" designating school professionals, letter "R" parents or guardians and letter "E" students.

### **Data treatment and discussion: EJA Interventiva - from Pilot Project to Curricular Guideline**

The established categories are presented below, namely: I) EJA *Interventiva* - conception and founding principles; II) EJA *Interventiva* - inclusive/excluding; III) EJA *Interventiva* - its curricular and pedagogical practices; IV) The impact of EJA *Interventiva*. In view of the space limits, we will present the analysis in a synthetic way, the detailed treatment of the data can be found in (BARBOSA, 2018).

#### **I) EJA *Interventiva* - its conception and founding principles**

This category was divided into two subcategories: trajectory of the design process of EJA *Interventiva* and EJA *Interventiva* 2º segment and its organization.

##### **a) The trajectory of the EJA *Interventiva* design process**

EJA *Interventiva* is a modality of Youth and Adult Education in the interface with special education, which integrates educational policies for inclusion in the Federal District. In 2009, the Directorate for the Execution of Educational Policies and Plans, through the Directorate of Special Education (DIEE) and the Directorate of Youth and Adult Education (DIEJA), presented the Interventional Project for Youth and Adult Education - 1st Segment, aimed at serving Students with Special Educational Needs (intellectual disability and autism) who are not schooled or with an age/grade lag, to be offered in special classes, located in Special



Education Centers (CEE) and in regular educational institutions, as is case of the Elementary Education Center 01 in Planaltina, the locus of this research.

The Elementary Education Center 01 of Planaltina, Centrinho, started its activities in 1972 with the attendance to the preschool, initial grades and 5th and 6th grades (currently 6th and 7th years), in 1976, started to serve the preschool up to 8th grade (current 9th grade) and Supplementary to phases III and IV. Then, it welcomes students with hearing, intellectual and visual impairments. When drawing the profile of the Centrinho that welcomes the EJA Interventiva, it is observed that it is a school focused on inclusion since its origin. “The Elementary Education Center 01 in Planaltina is a reference in Special and Inclusive Education. In addition to the school being a Center for Hearing Impairment and Visual Impairment, it is also a Center for EJA Interventiva” (BRASÍLIA, 2017, p. 40, our translation).

Centrinho hosted the EJA Interventiva Project 1st segment in 2010 with two multi-grade classes to serve students with intellectual disabilities and autism in an age-grade lag and who have not adapted to regular classes. The attendance in that year was only for the 1st segment (1st to 4th stages) of Youth and Adult Education, which corresponds to the Initial Years of Elementary Education (BRASÍLIA, 2017).

With the advances presented, a question arose, what to do with students who were finishing the 1st segment and did not adapt to ordinary classes? After monitoring, Centrinho professionals realized the need to build a project that would allow the possibility of continuing schooling for students who did not adapt to regular classes and needed more individualized care. With the experience in the 1st segment, Centrinho built the project for the 2nd segment and presented to SEEDF that it authorized the pilot project to operate in 2012.

After the implementation and evaluations of the pilot project, its viability and contribution to this specialized educational service was verified, constituting a new modality of Youth and Adult Education in the Federal District, being incorporated into the Operational Guidelines for Youth and Adult Education 2014/2017 (BRASÍLIA, 2014b).

## **b) EJA *Interventiva* and its organization**

According to the Centrinho Pedagogical Political Project (BRASÍLIA, 2017), the objectives of the EJA *Interventiva* 2nd segment are: to provide conditions of access and permanence with the development of a curriculum adapted for EJA students with intellectual disabilities and autism; to continue the EJA *Interventiva* 1<sup>st</sup> Segment and to welcome individuals who are out of school or in inclusion in regular classes and who have not adapted

to these; to promote formation conditions for students in order to improve their level of education and enable better formative conditions for the performance of professional activities; enable awareness and continued formation of education professionals.

EJA *Interventiva* is organized on a semi-annual basis, by segments and stages that keep a correspondence with the Basic Education organization. The 2<sup>nd</sup> segment of EJA (5<sup>th</sup> to 8<sup>th</sup> stages) corresponds to the Final Years of Elementary Education (BRASÍLIA, 2014a).

The student can develop the curriculum of the 2<sup>nd</sup> segment of the EJA within a period of up to 08 (eight) semesters, 2 (two) semesters for each of the four stages, whereas in the traditional EJA the student has one semester to complete each stage. This happens due to the need for “curricular flexibility in temporality aimed at respecting the pace and individual performance of this student” (BRASÍLIA, 2011, p. 10).

The project foresees, in addition to the 400 semester hours/class of pedagogical activities of the EJA curriculum, 200 (two hundred) semester hours/class of pedagogical activities in the Professional Education area, as a complement. In these activities, contents on Basic Skills, Management for Work and attendance of the Work Orientation Service (SOT) are developed, twice a week, in the evening.

The assessment is carried out procedurally throughout the semester. At the end of this, the Class Council formed by the conducting teachers, the resource room and the pedagogical team analyze whether the student has achieved the objectives observing the proposed curricular adjustments. When the objectives have not been reached, but learning has occurred at the student's pace, temporality is granted with the right to another semester in the stage. It is also foreseen the continued progression that can occur at any time of the educational path, as well as the referral to the inclusive regular class at any time.

When the student runs out of time foreseen to remain in the project and it is evidenced that he does not reach the expected pedagogical level for the stages, the end of Elementary Education is granted, and the student is referred to participate in socio-professional programs (BRASÍLIA, 2011).

The analysis of the conception and founding principles of EJA *Interventiva* 2<sup>nd</sup> segment, reveals that it was established based on the school community, the practices developed by school professionals, the specificities of students and the needs that arose in the school context in dialogue with the Secretariat of State of Education. A curricular policy that originated from articulating dimensions that understand educational institutions as co-responsible spaces, in which the creation of an educational pilot project led to the creation of the Curricular Guidelines for EJA *Interventiva* in the Federal District.



The Genesis of EJA Interventiva lies in the direction pointed out by Heredero and Anache (2020, our translation), that “the inclusive process is a collective construction, which requires the involvement of the whole community that circumscribes the school: students, teachers, managers, other employees, families, public authorities and society”.

## II. Participants' Perception about EJA *Interventiva*: Inclusive or Excluding?

In order to analyze the research participants' perception of EJA *Interventiva* from an inclusion perspective, they were asked to evaluate the proposal as an inclusive or excluding process. The following subcategories emerged from the responses:

### a) Enables access to education and continuity of studies

According to the interviewees' statements, EJA Interventiva has presented itself as an important alternative for continuing education and for acquiring knowledge for young students and adults with intellectual disabilities and autism who were outside the formal schooling process or in situations of exclusion.

*F2: I consider the EJA Interventiva as inclusion because we have several students who were already at home, right?! That the teachers considered that they could not learn more and they advanced. Given conditions, they advanced.*

*F3: Ah! It's a very good thing, right?! Even more for them who can't study at night, for them here is much better! Because otherwise... in her case, she wouldn't even study. Because she only has time [...] at night, right?! (our translation)*

Through the Movement and School Performance Form (2010-2017) it was found that the number of students enrolled in EJA *Interventiva* grew significantly between 2010 and 2017, from 13 students enrolled in 2010 to 86 in 2017, enabling access to education and the continuity of studies.

### b) Promotes articulation with regular education

EJA Interventiva is inserted in a school of Regular Education, providing socialization with students without disabilities and, at the same time, providing specialized educational assistance.

*F5: The moment when they have destined to study, to acquire new knowledge of the formal content, they are in a more restricted environment, which is organized to meet their specific need to learn. However, outside that moment, they participate in all activities at the school.*

As described in the Pedagogical Political Project of Centrinho (BRASÍLIA, 2017), the students of EJA *Interventiva* participate in all activities proposed by the school (educational tours, sports championships, presentations, parties, festivals, etc.). An inclusive environment, favoring socialization, can also be perceived in the students' statements.

*E4: There's a break. Everyone talks to you. At the other school, no one talked to me during the break. Everyone spoke ill of me. That I was weird (laughs). Not even the teachers spoke to me properly. Here is different. I have friends.*

*E5: It's like I said, colleagues, friendships... there was little. Not here. Here I go up and down and the boys talk to me, it's me saying things to the boys... I rejoice... I had no joy at school. (our translation).*

Actions aimed at effecting educational and social inclusion for students of EJA *Interventiva* were witnessed by the researcher through participant observation, (Field Journal, Aug./2017), including thematic school days with the involvement of the whole school, projects in which all students participate and daily school activities such as participation in the break and snack time.

This inclusive environment provided by EJA *Interventiva*, a specialized service class in a regular class school unit, in which students participate in activities that integrate the whole school, is favorable for the development of curricular knowledge and for the socialization of these students.

### c) Develops student learning

EJA *Interventiva* enables students to access both the functional curriculum and the common Basic Education curriculum, providing the development of their learning through curricular and pedagogical practices that meet their needs.

*F1: So I think that here at EJA Interventiva it is an opportunity, because there [...] is only the functional curriculum. [...] So I think that EJA Interventiva is an opportunity, which gives value to cognitive, to learning, to content. Because whether we like it or not, we have a whole way of dealing and have the affection that is very important here at school. But, speaking of the value that our society gives to writing and numbers, it is an opportunity to learn that, because they have more difficulty than our regular students. We know that their time is very different from other students.*

*F8: EJA Interventiva rescued these students, brought them to school, brought them to interaction, brought them to cognitive development, to learning, right ?!*

*R1: It's really inclusion, right?! It put the student there, and still give assistance! Pay attention, work with him properly. [...] Here he is learning. (our translation).*

The access of the student of EJA *Interventiva* to the formal content of the curriculum is part of the purposes stated in the PPP of Centrinho (BRASÍLIA, 2017), justifying that the lack of basic formation is an obstacle to insertion in the world of work and insertion in society. Access to the functional curriculum is also necessary in this process, as it involves activities for the development of skills of daily living such as self-awareness, personal care, multisensorial training, exercise of independence, interpersonal relationships, enabling students to practice everyday situations with autonomy.

The data from the School Movement and Performance Form (2010-2017) of the Centrinho EJA *Intervention* and Student Case Studies show that in the eight years of operation the number of students who managed to develop learning is quite significant, with emphasis on the years from 2012 and 2015 in which 100% of the students were considered able to advance their stage and segment.

**d) Enables the professionalization of students with disabilities and the referral to the world of work**

According to the Pedagogical Political Project (BRASÍLIA, 2017), in addition to the focus on pedagogical actions that meet the special educational needs of students, EJA *Interventiva* provides conditions for the insertion of this student in the world of work. To this end, it develops integrated actions with the Work Orientation Service - SOT and technical schools, as well as offering courses through Pronatec/MEC. As a result of these partnerships, companies have sought both Centrinho and CEE SOT to hire students. According to Centrinho's PPP, "between 2010 and 2016, several students were sent to the job market" (BRASÍLIA, 2017, p. 42, our translation). In 2017, during the survey, three students had already been referred and were working.

It should be noted that EJA *Interventiva*, in addition to guaranteeing access to Education and compensating for situations of school failure, has provided the service and the insertion of the student as citizens of law through qualification for the world of work.

**e) Provides the development of independence and autonomy in the student's daily life skills**

Another aspect that contributes to the perception of EJA *Interventiva* as inclusive is the work done with students who arrive at school dependent on the skills of their daily lives.

*F8: The school and the resource room call families to meetings and explain life situations for these students and talk about the need to provide*

*independence for them. And another thing that I think is also cool is that here we try to pass on these values of independence. So, for example, "Let's have a snack". "Ah! I go there to get a snack because this student is special and I will deliver it to his hand". No. They go there to get their own snack. He spilled juice in the classroom, for example, he comes here to get the cleaning cloth. He comes here to call the cleaning lady. No one needs to come and do it for them, right?! So, this issue of independence is also very strong in EJA Interventiva. (our translation).*

According to reports, an important practice is to link what the student will learn in the classroom with their daily activities:

**F8:** *The pedagogical proposal that makes the difference is the tying of what is learned at school and its practical life. What does he learn here that can be used in practical life? We try to... make the basics work. For example: how to take a bus? You must know how to read the bus sign. To go to the market, you need to read the product packaging, know how to deal with money. You will give a value, they will give you change, you need to check that change. So, they have notions for their practical life. It is this tying of what is taught, the content that is taught here in relation to the student's life outside of here.*

**F5:** *And these issues related to basic skills, right?! For social interaction and basic life management skills, right?! To understand yourself as someone who participates in a group, who is able to interact in that group, to transform that group. So as a citizen person who needs to have their opinions and to interact with others, to transform their realities, to know that they have rights, but have obligations, that there is a... a social behavior that they need to understand and adapt to the work environment, the home environment, the socializing places, right?! So, like this, it is an organized content for their lives. We are very concerned about their independence (our translation).*

As a result of this work, students who entered dependent school have advanced pedagogically, socially, financially and in the skills of daily living:

**F2:** *Then, a student whose father didn't allow this, didn't allow that, because the school, because the report... And today he comes alone by bus, right?! So, this is inclusion. Although he is in a room with his peers who are also ID, which at first seems to be exclusion, he has advanced financially because he already works; pedagogically, because he learned, right?! He advanced socially because he goes on dates, right?! So, isn't that inclusion? (our translation).*

#### **f) Develops students' self-esteem**

Among the actions cited by respondents as an inclusive feature of EJA Interventiva is the recovery of self-esteem. According to Traversini (2009), self-esteem is one of the objectives to be achieved in proposals for inclusive educational policies. "The feeling of oppression and inferiority, shame, stigma for not knowing how to read and write and the fear of prejudice are conditions that generate low self-esteem" (TRAVERSINI, 2009, p. 583, our translation).

The guarantee of the return to school, as well as the development of learning in students attended by EJA *Interventiva*, has provided an increase in their self-esteem.

*F1: I think it affects self-esteem, because here at EJA Interventiva he can be approved, he still learns although that his adequacy is huge, right?! Although he needs a temporality, but he learns. [...] What they show is a very high self-esteem (our translation)*

It is observed that the EJA *Interventiva* through access to education has given the student the opportunity to fully exercise their citizenship and develop their self-esteem.

### **g) Promotes respect for diversity**

The analysis of the PPP reveals a set of projects focused on the theme of diversity, such as "*Projeto Cine Diversidade*" (Diversity Cinema Project), "*Projeto Sexualidade*" (Sexuality Project), "*Rádio Diversidade*" (Diversity Radio), "*Projeto Quem Somos Nós*" (Project Who We Are) and "*Projeto Diversidade na Escola*" (Diversity at School Project). The latter was awarded nationally twice and nominated for an international award. According to the PPP, these projects aim to “promote full citizenship in the school environment, where people can recognize themselves from the point of view of equity, with their differences respected” (BRASÍLIA, 2017, p. 101, our translation).

Studies show that when there are activities organized in the teaching-learning process that respect the rhythms of learning by offering methods and curricula that meet the specific needs of each student and that promote demonstrations of affection, students feel welcomed, respected in their differences and belonging to the group (LAFFIN, 2007; FANTACINI; CAMPOS, 2017).

In the employees' speech, a posture of respect for diversity transpires. They perceive inclusion as a process in which the subject feels equal, but not in the sense of canceling out their differences, but in the sense of being treated fairly, of having their specificities respected.

*F1: It is putting someone in a situation that feels the same. It is not like to cancel the differences. [...] I think when you are included, and that's when you feel good for that place. You can see all the differences, work them out, give chances and opportunities.*

*F6: I think that inclusion is the school's ability to receive students with different learning, different ways of learning, in different social ways... I think so, it is to be able to receive all these students. Make these students feel part of the school (our translation).*

The documentary analysis and the interviews allow us to glimpse actions and perceptions that consider normality in difference, based on the assumption that inclusion aims at valuing and respecting diversity.

This synthesis of the subcategories that emerged from the interviews, documental analysis and observation, point to EJA *Interventiva* as inclusive. However, a representation of 37% of parents/guardians did not position themselves on EJA *Interventiva* as inclusive or excluding, declaring the lack of knowledge about what the inclusion process is.

A parent/guardian and an employee positioned themselves as an intermediate process: at one point it is inclusive (when they are involved in activities together with students enrolled in regular classes) and at another it is excluding (when they are separated at the time of contact and learning of curriculum content).

The analysis demonstrates that the polarization that has been at the heart of the inclusion issue still presents itself as a field of forces and clashes, which with relative frequency has been reduced to the discussion of the hegemonic tendency to base the inclusion of students with disabilities as their insertion in regular teaching classes.

Document entitled “*Inclusão e Diversidade: Reflexões para a Construção do Projeto Político-Pedagógico*” (Inclusion and Diversity: Reflections for the Construction of the Political Pedagogical Project) (PARANÁ, 2010), considers three trends on the way of thinking and practicing inclusion: a) Conditional Inclusion - its functioning depends on situations such as teacher to be qualified to attend, schools to be adapted, the decrease in the number of students per class, the presence of a specialist as an assistant; b) Total or Radical Inclusion - includes all students in regular education without restriction; c) Responsible Inclusion - rethinking and restructuring pedagogical policies and practices in order to create opportunities for access to school, continuity in studies and guarantee learning conditions for PAEE students.

Data analysis revealed that EJA *Interventiva* follows the line of Responsible Inclusion and shows itself as a positive factor in the process of training and schooling young people and adults with intellectual disabilities and autism.

### III. EJA *Interventiva* and its Practices in the Student Formation Process

Inclusive education requires profound changes in education systems with the aim of providing high education for all students. For, “inclusion does not simply mean enrolling students with special needs in the common class, ignoring their specific needs, but it does mean



giving the teacher and the school the necessary support for their pedagogical action” (FRIAS; MENEZES, 2009, p. 29, our translation).

Seeking to learn about the practices carried out in the formation process of students attended by EJA *Interventiva* at Centrinho and which made it a successful project leading to the creation of guidelines, two subcategories emerged: curricular practices and pedagogical practices in EJA *Interventiva*.

### a) Curricular practices in EJA *Interventiva*

The Operational Guidelines for Youth and Adult Education establishes that the EJA *Interventiva* curriculum must be “adequate and adapted with specific methodologies and techniques, according to the needs of the students. There should also be flexibility in the temporality of the 1st and 2nd segments considering the performance of this student” (BRASÍLIA, 2014b, p. 46, our translation).

The curricular adaptations/adaptations are alterations compatible with the students' needs:

Accomplishing curricular adaptations therefore implies a posture of availability of educational agents to act in a diversified and effective way in the face of students' learning difficulties. This performance manifests itself in different levels and forms, so it will be observed from small and daily adjustments to large and deeper reorganizations in the curriculum. This last situation, in many cases, will even lead to the search for special resources for a solution adapted to each case. Therefore, it is essential for the success of the learning process of students who need adequate educational responses, to make gradual and progressive adaptations of the curriculum, to make it appropriate to the peculiarities of students with special needs (BRASÍLIA, 2010, p 40, our translation).

When directing the analysis to the subjects involved, especially to teachers, mention is made of the use of the adapted curriculum:

*F6: The idea of inclusion already talks about the question of the adapted curriculum. The teacher is responsible for adapting the activity, adapting the curriculum, adapting the test. I think it is part of the responsibilities of the teacher who wants to work with Special Education, right?! And it is difficult. It takes time. You need to stop and think what will be the best activity for that student (our translation).*

The documentary analysis showed that the Centrinho PPP (BRASÍLIA, 2017), as well as the EJA *Interventiva* Pilot Project - 2nd segment (BRASÍLIA, 2011), aim to provide the implementation of the adapted curriculum. However, the analysis of the adaptations and adaptations made in the EJA *Interventiva* compared to the proposed curriculum for EJA

suggests that there is a reduction of the contents and not necessarily a significant organization designed for the reality of these students. Evidence of downsizing observed in the document analysis, appears in the interview:

*F9: It is not a stark difference. We see it this way, we use the appropriateness, use these terms, giving a good rinse... (our translation)*

The Institution also has the Registration Form for Curricular Adjustments. The analysis allowed to verify that the form is filled out in general for all students, being an adaptation for the classroom and not individual adaptations. This fact is reinforced in the professional's speech:

*F3: But in general the adequacy is collective. The only part that is individual is that first moment that the resource room does, which is the age that the student entered the network, which schools he went to, how old he was literate, the disability... This part is individual, but the part that has content, accessibility and organization of the classroom, is all copy and paste, everything copy and paste (our translation).*

It is also observed that even with the guidance that the adjustments should be organized and completed together by the teachers and professionals of the resource room, as established in the Pilot Project (BRASÍLIA, 2011), there are indications that the collective elaboration is not being effective, as the speech reveals:

*F3: They don't even read the curriculum adequacy that we do. When it get there, copy, paste the content and sign. So they don't have this... Few... I don't say everyone, there are exceptions [...]. Then this teacher came, which is a temporary contract. At first, we did it... I did it with her at first, but like this... she never came back... because I asked her to update me with the contents she was working in the classroom, so I could prepare my classes in attendance. Never came back (our translation).*

Flexibility in temporality is another aspect contemplated in the EJA *Interventiva* curriculum. "The adjustments in temporality refer to the flexibility of the estimated time for the completion of certain contents, objectives or curricular units" (BRASÍLIA, 2010, p. 47, our translation). The analysis of the flexibility of temporality in the forms of student needs showed that 96% of students need to increase the time foreseen to reach the objectives proposed by the curriculum.

The curriculum of EJA *Interventiva* 2nd segment also includes Specialized Educational Attendance (SEA), a pedagogical activity carried out in resource rooms by specialized teachers whose functions are to identify, develop and organize "pedagogical and accessibility resources

that eliminate barriers to full participation. students, considering their specific needs” (BRASIL, 2008, p. 16, our translation).

Each class has its opening hours in the resource room. Depending on the activity, service is provided for the whole class, in groups, in pairs or individually. Diverse activities are offered with playful resources, educational games and dynamics that seek to develop the cognitive, the motor, the socio-affective, the emotional, the student's learning in all senses. Students are assisted in the classroom activities and receive reinforcement in the contents (Field Journal, Aug./2017).

From the analysis of curricular practices, it appears that EJA *Interventiva* has been making efforts to think of a curriculum to meet the needs of its students, such as curricular adaptations, flexibility in temporality and specialized educational assistance, however, there are indicators that still need to solidify some initiatives.

From the forms of adequacies and student reports it was possible to observe that curricular adaptations have been restricted to the general dynamics of the classroom, individual adaptations were not observed. The analysis also raised the alert that adaptations should not be seen as a shortening of the curriculum.

The analysis of the curricular practices of the EJA *Interventiva* reveals that it seeks to meet the propositions of the Brazilian educational legislative framework for the care of students with special needs through criteria of adaptation and curricular flexibility, but raises the questioning about the curriculum for an inclusive school: it would be a question of curricular adaptation or does it involve a revision of the curricula in their entirety?

## **b) Pedagogical practices in EJA *Interventiva***

Given the diversity of specificities presented by students with disabilities and the right to the development of their learning, the inclusive process also presupposes changes in the organization of spaces, pedagogical practices, methodologies, and evaluation (FRIAS; MENEZES, 2009).

At Centrinho, the organization of the school environment has been shown to be effective, both in physical accessibility and in pedagogical practices. Meeting the specific needs of students with Intellectual Disabilities and Autistic Spectrum Disorder attended by EJA *Interventiva* requires an environment with less noise, with less movement, which facilitates the individual contact of the teacher with the student at the time of carrying out activities.

In addition to having a specific environment for the moment of learning, the classroom space acquires different organizational formats, according to the activities and needs.

Observation revealed activities at grouped tables when proposing productions, conversations and discussions in small groups. Conversation circles when we wanted to stimulate dialogue and socialization. Organizing the room in pairs to provide opportunities for mutual help. Individual activities to develop the skills and competences of students with autonomy and independence. In addition to the various classroom space organizations, the entire school space is used for the development of proposed activities, such as the outdoor reading project (Field Journal, Aug./2017).

Diversified and adapted materials and methodologies are used among the pedagogical practices of EJA *Interventiva*:

**F8:** [...] you have to work on the playfulness, adapting the language, caring, welcoming [...] And, also, the ability to work with concrete, concrete material.  
**F8:** [...]. I think that the Education professional, whether he is in EJA *Interventiva* or not, he must always update himself. But I think that with EJA, even more, because the teaching methodology has to be prepared for those students, [...] I think that language is important. The language to work with EJA, it has to be adapted, it has to be simplified, it has to be playful, it has to be exemplified, right?! Today the girl asked if we worked on ethnic-racial and gender issues with the students of EJA *Interventiva*. I said yes. She: "How?" Then I said, "For example, through plays". That Flicks piece, right?! [...] It is a box of coloring pencils [...] and one color was excluded, because it was different. So, this piece is a metaphor for what we saw here, right?! That there can be no exclusion, everyone is equal, everyone has to be respected. There was another one, which was the animal kingdom, right?! That some animals were despised, for being different. This theme was worked that way, right?! (our translation).

PROINESP is a computer lab organized to support teachers in the preparation of materials and to provide students with access to computerization. Computers are adapted to the various needs and methodological instruments available, such as educational games, educational software, among others (BRASÍLIA, 2017).

Field trips are also a means used by students to take ownership of the living world in order to make a connection with the knowledge acquired in the classroom and to provide moments of inclusion with regular school students:

**F9:** Yes, the school always makes interesting field trips with them. It's not that way, ah! just to say that you left school, no. [...] Just walk. There is always something there that can be worked with them.  
**F3:** So, what has to be for the regular has to be for the EJA. If you have a trip to the club, it is for EJA and regular. If you have a pedagogical visit at the Historical and Geographical Institute, for EJA and for Regular Education. We have to... I think we have to provide moments of this inclusion of EJA with Regular Education (our translation).

Project work is one of the pedagogical practices in Centrinho's PPP, defined as “a methodology that favors the acquisition of knowledge, giving a new meaning to the teaching and learning process” (BRASÍLIA, 2017, p. 100, our translation). However, it was observed that the richness of the projects verified in the analysis of the Centrinho PPP (BRASÍLIA, 2017) was manifested with low intensity in the teachers' speech.

The instruments used in this research that gave access to the analysis of the materials and methodologies in use at EJA do Centrinho demonstrated that there is a diversification of materials and methodologies, however, based on the responses of respondents who expressed themselves in a generic way, it is defended that this is a point that can advance.

#### **IV. The Impact of EJA Interventiva**

The collected data presented indicators of the positive impact of EJA *Interventiva* for the inclusion of young and adult students with disabilities, as well as its importance for the induction of curricular policies for this modality, guiding the establishment of the following subcategories: restorative function of EJA *Interventiva*, equalizing function of EJA *Interventiva* and qualifying function of EJA *Interventiva*.

##### **a) The reparative function of EJA Interventiva**

The reparative function serves countless students who, in their educational trajectory, have not had the attendance related to age/school year nor the guarantee of continuity of their schooling process. Thus, it appears that, by bringing students back to the schooling process, EJA *Interventiva* fulfills its reparative function.

When analyzing the origin of the EJA *Interventiva* students, it is observed that they are individuals who were outside the schooling process and had received the terminality certification; or who had stopped studying due to personal problems or because they did not have developed their learning; or even that they participated in socio-educational workshops without being part of a schooling process; or they were in inclusive common classes, but in a different age/year and in the acquisition of curricular knowledge proposed for the school year.

The very origin of Centrinho EJA *Interventiva* is an example of the reparative function, as it arose from the need to welcome students who were outside the schooling process, allowing access, return and continuity of school life.

## b) The equalizing function of EJA Interventiva

The equalizing function of EJA Interventiva seeks to reestablish the school trajectory of young people and adults with disabilities served, as it allows students to “resume their potential, develop their skills, confirm competences acquired in out-of-school education and in their own lives, enabling a more technical and professional level qualified” (BRASIL, 2000, p. 10, our translation).

When asked about the importance of EJA *Interventiva*, students and guardians declared that its relevance lies in providing the development of student potential and the learning of curricular content and basic life skills.

*R4: Ah! here is very good. [...] here he learned to read, so... he talks more. He was closed, now he expresses himself more. Wow! With us inside the house he was closed. In everything he improved a lot.*

*E8: Ah! We learn a lot! Learn a lot! (our translation)*

An important impact to be observed is the number of students sent to regular classes. Students who, in their school reports when they joined EJA *Interventiva*, presented the situation of not having more learning conditions, developed their potential and managed to continue their studies. According to EJA *Interventiva's* performance reports, in 2015 ten students were referred to regular high school, three in 2016 and seven in 2017.

## c) The qualifying function of EJA Interventiva

Impacts of the qualifying function of EJA Interventiva have made it possible to update knowledge by offering qualifications to the world of work based on formation courses. It therefore provides conditions for the insertion of students with disabilities in the world of work and their full participation in society as citizens of law.

EJA Interventiva, based on these functions, has presented itself as a concrete opportunity for young people and adults with intellectual disabilities and autism and a possible alternative in view of their specificities, enabling the development of student learning and qualification.

For visualization purposes, we present a summary table with the categories and subcategories that emerged from the study:



**Table 1** – Analysis Categories and Subcategories

	Categories	Subcategories
What can we learn from the EJA <i>Interventiva</i> proposal?	<b>EJA <i>Interventiva</i> - its conception and founding principles</b>	The trajectory of the design process.
		EJA <i>Interventiva</i> and its organization.
	<b>EJA <i>Interventiva</i> – including or excluding</b>	Enables access to Education and continuity of studies.
		Promotes articulation with regular education.
		Develops students' learning.
		It enables the professionalization of students with disabilities and the possibility of being transferred to the world of work.
		It provides the development of independence and autonomy in the skills of daily life.
		Develops students' self-esteem.
		Promotes respect for diversity.
	<b>EJA <i>Interventiva</i> and its practices in the student formation process</b>	The curricular practices of EJA <i>Interventiva</i> .
		The pedagogical practices of EJA <i>Interventiva</i> .
	<b>The impact of EJA <i>Interventiva</i> on the school community</b>	The repairing function of EJA <i>Interventiva</i> .
		The equalizing function of EJA <i>Interventiva</i> .
		The qualifying function of EJA <i>Interventiva</i> .

Source: Devised by the authors (2018)

## Final considerations

This article sought to present the EJA *Interventiva* and the educational process developed at the Elementary Education Center 01 of Planaltina in the Federal District, so that one can know and understand its functioning and the factors that contribute to a successful inclusion proposal for students with disabilities intellectual and autism, transforming it from a pilot project into a curriculum guideline.

Among the indicators that contribute to the success of EJA *Interventiva* at Centrinho, the following stand out: the operation in a Elementary Education Center articulated with Regular Education; specific environment for access to curricular content; projects that promote the socialization of EJA *Interventiva* students with Regular Education students and the entire school community; access to the adapted EJA curriculum and the functional curriculum; individualized service; diversified activities; specialized educational assistance in a resource room; preparation for the world of work; developing student self-esteem and promoting respect for diversity.

The data collected point to the impact of EJA *Interventiva* with regard to the reparative, equalizing and qualifying functions of Youth and Adult Education by offering the possibility of access and continuity in the schooling process; curricular and pedagogical practices designed to reestablish the school trajectory of students with disabilities, favoring the development of their learning and qualification and insertion in the world of work, contributing to participation in society as citizens of law.

Despite presenting itself as a successful inclusion alternative, EJA *Interventiva* can move forward as shown by the data, especially in the methodological and curricular adjustments towards greater individualization that respects the students' rhythms and needs. This difficulty helps to understand the limitations to meet the diversity of students from the traditional curricular logic, with standardized spaces and times for all students, pointing to the importance of proposing and implementing new curricular models.

The research made it possible to observe that inclusive educational projects that are well articulated and implemented based on the school routine, built by the school and for the school, can be successful and guide public policies that guarantee basic rights for the inclusion of people with disabilities. EJA *Interventiva* leaves the stimulus for other alternative experiences to be built.

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