CHALLENGES AND STRATEGIES FOR THE TRANSITION OF STUDENTS WITH SPECIFIC EDUCATIONAL NEEDS FROM YOUTH AND ADULT EDUCATION TO THE WORLD OF WORK: AN EXPLORATORY STUDY

DESAFIOS E ESTRATÉGIAS PARA TRANSIÇÃO DE ESTUDANTES COM NECESSIDADES EDUCACIONAIS ESPECÍFICAS EGRESSOS DA EDUCAÇÃO DE JOVENS E ADULTOS PARA O MUNDO DO TRABALHO: UM ESTUDO EXPLORATÓRIO

DESAFÍOS Y ESTRATEGIAS PARA LA TRANSICIÓN DE ESTUDIANTES CON NECESIDADES EDUCATIVAS ESPECÍFICAS DE LA EDUCACIÓN DE JÓVENES Y ADULTOS AL MUNDO LABORAL: UN ESTUDIO EXPLORATORIO

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ABSTRACT: This study analyzes challenges and strategies to overcome by Youth and Adult Education students with specific needs in the search for employment. Guided by the PRISMA Declaration, it takes a qualitative approach to examine strategies aimed at facilitating the transition of these students into formal work. The theoretical analysis is based on the principles of student autonomy and explores approaches that integrate socioeconomic, political and cultural aspects. The research identifies the obstacles faced by these individuals in professional insertion and the positive experiences in the promotion of social inclusion and employability. As a result, recommendations are presented, which are not limited only to the inclusion of these students in the world of work, but aim to value them, recognizing their skills and potential contributions to society.

KEYWORDS: Youth and adult education. Social inclusion. Entry into the job market.

RESUMO: Este estudo analisa desafios e estratégias enfrentados por estudantes da Educação de Jovens e Adultos com necessidades específicas na busca por emprego. Guiada pela Declaração PRISMA, adota uma abordagem qualitativa para examinar estratégias destinadas a facilitar a transição desses estudantes para o trabalho formal. A análise teórica fundamenta-se nos princípios de autonomia do estudante e explora abordagens que integram aspectos socioeconômicos, políticos e culturais. A pesquisa identifica os obstáculos enfrentados por esses indivíduos na inserção profissional e as experiências positivas interventiva na promoção da inclusão social e da empregabilidade. Como resultado, são apresentadas recomendações, às quais não se limitam apenas à inclusão desses estudantes no mundo do trabalho, mas visam a sua valorização, reconhecendo suas competências e contribuições potenciais para a sociedade.

PALAVRAS-CHAVE: Educação de jovens e adultos. Educação inclusiva. Ingresso no mercado de trabalho.

RESUMEN: Este estudio analiza los desafíos y estrategias que enfrentan los estudiantes de Educación de Jóvenes y Adultos con necesidades específicas en la búsqueda de empleo. Guiado por la Declaración PRISMA, adopta un enfoque cualitativo para examinar las estrategias destinadas a facilitar la transición de estos estudiantes al trabajo formal. El análisis teórico se basa en los principios de autonomía del estudiante y explora enfoques que integran aspectos socioeconómicos, políticos y culturales. La investigación identifica los obstáculos a los que se enfrentan estas personas en la inserción profesional y las experiencias de intervención positivas en la promoción de la inclusión social y la empleabilidad. Como resultado, se presentan recomendaciones, que no se limitan solo a la inclusión de estos estudiantes en el mundo laboral, sino que apuntan a valorarlos, reconociendo sus habilidades y potenciales contribuciones a la sociedad.

PALABRAS CLAVE: Educación de jóvenes y adultos. Inclusión social. Entrada en el mercado laboral.

Introduction

Youth and Adult Education (EJA), especially when aimed at individuals with special educational needs, represents a challenging and fundamentally important field in the search for social and professional inclusion. In this context, the study in question is guided by the following question: how to overcome the complexities involved in the transition of students with specific educational needs from Youth and Adult Education to the world of work? Thus, the central objective of the research is to investigate and analyze successful strategies and initiatives both in Brazil and in other international contexts that effectively promote the transition of these students to the world of formal work.

The secondary objectives of this research have been reformulated to reflect a more comprehensive and integrated scope. Firstly, the aim is to analyze the main obstacles faced by these students in entering the job market. Next, the study seeks to identify and evaluate effective inclusive practices and innovative projects that promote the employability of these individuals. Based on these analyses, we intend to propose a set of practical recommendations and public policies aiming not only at inclusion, but also at valuing these students in the job market.

In this aspect, this research is motivated by the pressing need to better understand the challenges faced by special EJA students and propose recommendations that, if carried out, can promote access to dignified and productive employment opportunities for this group. This interest arises not only from the social relevance of the topic, but also from the gap observed in the academic literature on effective practices for including these students in the world of work. The study is justified due to its potential contribution to the promotion of educational and professional equity, the development of inclusive public policies and academic advancement in the field of education for young people and adults with special needs. Through this work we seek to inspire educators, employers, policymakers and society in general to recognize and act on the possibilities for social transformation that the effective inclusion of special EJA students in the world of work can provide.

The research adopts a qualitative bias to investigate strategies and approaches aimed at overcoming the challenges faced by EJA students with special educational needs in obtaining employment. This approach is founded on an in-depth understanding of people's perspectives, opinions, experiences and meanings in a specific context. The research process is guided by the guidelines of the PRISMA Statement (Preferred Reporting Items for Systematic Reviews and Meta- Analyses), which is an internationally recognized framework for systematic literature reviews. The literature review focuses on investigating the challenges and opportunities related

to the inclusion of EJA special students in the formal job market. To this end, a search was carried out in the Web of Science and Scopus databases, combining specific terms related to adult education, inclusion and special educational needs and applying well-defined inclusion and exclusion criteria. Furthermore, relevant variables were considered, such as participant characteristics, access to education in adulthood and organizational support for adults with special educational needs. The review process was conducted independently by two reviewers, ensuring objectivity in the selection of studies. Data analysis will involve identifying themes, patterns and nuances present in the selected articles, following recognized qualitative methodologies. This approach allows for a deeper understanding of the challenges and possibilities related to the inclusion of students with special needs in the formal job market.

The theoretical foundation presented highlights the importance of student autonomy in the educational process, emphasizing the development of criticality, creativity and individual responsibility. At this point, we turn to Freire (1987), with his proposal that promotes the student as an active subject in their learning, achieving autonomy through awareness and transformation of reality. Freire defends problematizing education in opposition to the banking model, prioritizing dialogue in the construction of knowledge. We also highlight authors such as Di Pierro (2001), Fávero (2009) and Paiva (2006) who dialogue with *Freire's* theory about the need for education that integrates socioeconomic, political and cultural aspects, especially in contexts of literacy for young people and adults. This theoretical framework seeks to deepen knowledge, in a critical and reflective way, of a transformative education, and an instrument for promoting dignity, encouraging autonomous and continuous learning, and contributing to a more equitable society.

The discussion of the results of this research will emphasize the need to formulate effective inclusion policies, training programs and promotion of a culture of respect for diversity. The results obtained provide relevant insights that can be used to guide practical actions to promote the inclusion and employability of EJA students with special educational needs. Finally, the research also proposes specific recommendations and guidelines for schools and institutions involved in adult education, aiming to improve their practices and promote a more inclusive and accessible environment.

Search Architecture

Research architecture, being in our case a qualitative bias, is a fundamental concept that shapes the research process in social sciences, covering all stages, from the formulation of research questions to the presentation of results, providing a solid structure for conduct qualitative research in a rigorous and systematic manner. However, Marconi & Lakatos (1990), in turn, argue that research transcends the mere collection and analysis of data. On the contrary, for the authors it is like a vibrant enterprise, an incessant path towards knowledge, which demands from researchers an attitude of constant questioning and an openness to revisit and reevaluate their convictions in the light of new evidence. This viewpoint challenges the stereotype of research as a static activity and emphasizes the importance of flexibility, adaptability and critical reflection in the scientific process.

Corroborating this idea, Da Silva *et al.* (2021) defend the importance of qualitative research within the social sciences, arguing that this approach is indispensable for an in-depth analysis of phenomena that transcend the capacity for quantification. Qualitative research, according to the authors, is the key to unveiling the complexity inherent to social dynamics and human subjectivities, as it allows a holistic and multifaceted understanding of the phenomena under study. In this sense, bibliographic research emerges as a crucial tool within the qualitative paradigm, acting not only as a means to review and criticize existing literature, but also as a path to generating new knowledge and perspectives.

This text adopts a qualitative research approach, following the guidelines set out in the PRISMA Statement (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). These guidelines are implemented to improve the integrity of systematic reviews and meta-analyses, preventing omissions and errors that could introduce bias or misinterpretation in the results.

The adoption of the PRISMA Declaration (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) as a methodological guide is a strategic decision that underlines the study's commitment to the quality, transparency and replicability of the research. PRISMA, developed by Moher, Liberati, Tetzlaff, and Altman (2009), provides a set of guidelines designed to optimize the development of systematic reviews and meta-analyses, ensuring that researchers report their findings clearly and completely. Following these guidelines not only strengthens the reliability of the results obtained, but also facilitates the understanding and evaluation of the research by other academics and interested parties.

By committing to the PRISMA guidelines, the present study ensures the implementation of a rigorous review process, characterized by the careful selection of studies, systematic assessment of the quality of the evidence and methodical synthesis of the collected data. This methodical approach carried out in excellent databases, Web of Science and Scopus, is essential to face the complexity inherent to the proposed topic.

During the data collection phase for our research, we resorted to the use of Boolean combinations — a technique that employs logical operators such as "AND", "OR" and "NOT" — applying carefully selected key terms. The terms chosen, which included "education", "adults", "inclusion", "disability", "Youth and Adult Education (EJA)", "inclusion in the labor market", "students with special educational needs" and " inclusion", were essential to refine the search and ensure the relevance of the identified articles. This meticulous search strategy was applied to the Scopus and Web of Science databases, two of the most renowned academic sources available, known for their comprehensive coverage of quality scientific publications. Through this detailed approach, we were able to identify a significant set of articles that matched the criteria established for our investigation. Specifically, we found a total of 26 relevant articles in the Scopus database and 50 articles in Web of Science that aligned with our search parameters.

The use of specific key terms and Boolean operators allowed us to efficiently filter the vast amount of available literature, targeting only those studies that fell within the scope of our analysis. This careful selection process guaranteed the quality and relevance of the material collected, providing a solid basis for the subsequent development of our research.

After the initial identification phase, we proceeded to selection based on inclusion and exclusion criteria, as shown in Table 1.

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Table 1 - Inclusion/exclusion criteria

Inclusion Criteria	Exclusion Criteria
Participant Characteristics: Studies that include adults with special educational needs, focusing on their specific experiences in youth and adult education (EJA).	Thematic Irrelevance: Articles that, despite mentioning adult education or special educational needs, do not specifically focus on the intersection of these themes with youth and adult education (EJA)
Availability of Education for Adults: Research that addresses accessibility and education options available to adults, with an emphasis on the inclusion of people with special needs.	Lack of Focus on Adults with Special Needs: Research that addresses adult education in general, without paying special attention to the needs of people with disabilities or special conditions.
Support from Organizations: Studies that investigate the role of organizations, whether governmental or non-governmental, in providing educational support to adults with special needs.	Old Studies: Publications that, due to their age, may not reflect current practices, policies and challenges faced in the education of adults with special needs.

Source: Prepared by the authors.

The independent review by two reviewers introduced an important filtering mechanism, increasing the quality and relevance of the study selection, focusing exclusively on the most relevant and contemporary works on the subject. This procedure enriched the process with rigor and impartiality, ensuring the inclusion of only studies that contribute significantly to the topic under analysis. As a result, Table 1 meticulously details the PRISMA Statement *checklist, presenting all the criteria evaluated to ensure the quality and accuracy of the systematic review.* This meticulous approach is crucial to generating solid and reliable evidence, fundamental for scientific progress and for informing informed decisions in various areas of research, especially with regard to qualitative research methodologies. By adopting this structured process, researchers promote the clarity and transparency of the review, allowing the study to be reliably evaluated and replicated by other scholars.

Table 1 – PRISMA Checklist

Session	Checklist	Pg
Title		
	FORMAL WORK: CHALLENGES AND POSSIBILITIES FOR INSERTING SPECIAL YOUTH AND ADULT EDUCATION STUDENTS INTO THE WORLD OF WORK	01
Summary		
	This research focuses on strategies to overcome obstacles faced by Youth and Adult Education (EJA) students with special needs when searching for a job. Using a systematic literature search in high-impact databases, the study is structured into several sections. It begins with a description of the investigative method, followed by a discussion about EJA. The third section addresses the challenges of including these people in the job market. The following section analyzes existing projects to include these individuals in the job market. The study concludes with final considerations, which highlight the need for effective strategies to ensure full inclusion and equal opportunities for everyone in the job market.	01

Introduction

Justification	The study in question is justified by seeking to understand the obstacles faced by these students, as well as exploring strategies and approaches that can contribute to overcoming these challenges and promoting effective inclusion, since by understanding the challenges and exploring the possibilities, it is expected to provide theoretical and practical subsidies for educators, employers, families and policymakers, in order to promote the inclusion and employability of these students, allowing them to reach their full potential in the formal job market.	02
Objectives	The central objective of the research is to investigate and analyze successful strategies and initiatives both in Brazil and in other international contexts that effectively promote the transition of these students to the world of formal work.	
	The secondary objectives of this research have been reformulated to reflect a more comprehensive and integrated scope. Firstly, the aim is to analyze the main obstacles faced by these students in entering the job market. Next, the study seeks to identify and evaluate effective inclusive practices and innovative projects that promote the employability of these individuals. Based on these analyses, we intend to propose a set of practical recommendations and public policies aimed not only at inclusion, but at valuing these students in the job market.	

Methods

Inclusion criteria, Exclusion Grouping Mode	Inclusion criteria: articles, English language, published between 2020 and 2023. Target population: students, adults with special educational needs, outcome of interest: transition of students with disabilities from EJA to the job market. Exclusion criteria: Duplicate studies, non-relevant studies, studies from the medical field. Grouping mode: initial screening; selection by reading the abstract, extraction of relevant data, synthesis of results.
Database	Scopus and Web of Science
Search strategy	Scopus: combination of the Boolean AND and the uni terms: education, adults, inclusion, disability, Education of young people and adults, inclusion in the job market, students with special educational needs and inclusion. education AND adults AND inclusion " were used (in all fields), "2023 or 2022" (years of publication), "Open Access" and " Article " (types of document), "Education Educational Research" or "Education Special" (categories on Web off Science) and "Educational Research" or "Education Special" or "Education Scientific Disciplines" (categories on Web off Science)
Revision	Independent work carried out by reviewers
Data collection	Independent work carried out by two reviewers followed by discussions and consensus to ensure the quality and objectivity of the study selection process.
Data Items	
	Other relevant variables: participant characteristics; access to schooling in adult life, organizations supporting adults with specific educational needs who are committed to transitioning them into the world of work.
Risk	
	Success rate: the proportion of students participating in inclusion programs with disabilities who achieved a place in the world of work after studying at EJA was observed

Synthesis method	Review of study descriptions: Reviewers carefully examined study descriptions according to the aforementioned inclusion and exclusion criteria to identify relevant information.
Secondary material	Table 2 - Selected articles. Content: author(s), journal title, number of citations, year of study.
Type of review	Narrative review involving a qualitative description of the included studies, summarizing their characteristics, main results and conclusions.
RESULTS	
Selection result	The search using the Scopus database returned a total of 26 articles. The search using the Web off Science database resulted in a total of 50 articles. Considering general criteria, the excluded studies, despite appearing to identify with the topic, were those that do not identify with the proposed objectives, studies related to the medical field, studies not related to education, studies that are based on the Covid-19 pandemic.
Characteristics of the selected journals	1 - The article entitled "The impact of interaction with adults with disabilities on preservice general education students' attitudes towards disability and inclusion", published in the journal "International Journal of Disability, Development and Education" in 2022. It aims to investigate how interaction with adults with disabilities may affect future educators' perceptions of disability and inclusion, suggests that the issue of direct interaction with adults with disabilities and the influence of this interaction on attitudes towards inclusion is of significant interest. 2 - The study conducted by Cameron *et al.* (2022) investigates the social and community inclusion of adults with autism, with and without intellectual disabilities, in Australia. It aims to understand how different levels of functioning influence the participation of these individuals in society. 3 - The study by Sigstad, HMH; Garrels, V (2022) explores the factors that young adults with mild intellectual disabilities identify as crucial to their successful transition from school to work. 4 - The study by Yildiz, G; Cavkaytar, A (2023) evaluates the impact of the Pre -Employment Independent Living Education Program (PILEP) on young adults with intellectual disabilities. The results show that PILEP had a positive impact on the development of knowledge and skills of these young people, evidenced by the significant difference between the experimental and control groups. 5 - The study carried out by Hisiao (2022) demonstrated that coexistence can significantly change the way we look at people with disabilities. Students in a special education course had the opportunity to engage in meaningful social interactions with adults with disabilities.
DISCUSSION	
Considerations	In general, studies indicate that it is crucial to formulate effective inclusion policies, training programs, adaptations in work environments and foster a culture of respect for diversity. Raising awareness about the abilities and contributions of people with disabilities, combined with an authentic commitment to inclusion, are key aspects to overcoming these challenges and building a more inclusive and egalitarian future. Furthermore, it is essential to recognize the role played by the educational institution, family and workplace in promoting inclusive environments.
Propositions	Actions and policies need to go beyond mere inclusion and genuinely seek equity and respect for diversity. It is through a comprehensive and inclusive approach that we can begin building a fairer and more equal society for all.

Source: Prepared by the authors

Although the PRISMA Statement is a framework for ensuring quality and transparency in systematic reviews, it is essential to recognize situations in which its full application may not be feasible or directly relevant. Specifically in the field of education, there are scenarios in which certain PRISMA items may not fit or be relevant to the specific context of the investigation in question. The justifications for this adaptation may vary, ranging from the nature and scope of the selected studies to the limitation in the availability of primary research, in addition to space and format restrictions imposed by the publication or the particularities of the review in progress.

In this specific study, detailing data preparation methods was initially considered unnecessary, based on consensus among reviewers. This decision was influenced by the perception that the heterogeneity found among the selected studies did not justify the application of sensitivity analyses, which, in the view of the reviewers, would not have a significant impact on the final results, if the inclusion or exclusion of certain studies was modified. Additionally, assessments regarding publication bias, the reliability of the evidence and the risk of bias inherent to studies were considered subject to exclusion in specific contexts, highlighting the need to adapt the application of PRISMA to the particular scope of the research.

In accordance with the nature of the review, which is narrative, it was decided not to include detailed descriptions of the results obtained in each study analyzed individually. Likewise, the unavailability of data, codes and materials — a common challenge in academic research, given that these resources are not always accessible — was not addressed throughout the study. These decisions reflect a conscious effort to balance methodological integrity with the applicability and relevance of PRISMA to the specific context of this research, always prioritizing the clarity, precision and relevance of the results presented.

In the second table, we move on to a detailed analysis of the results obtained from research conducted in the various databases. This step is essential to ensure transparency and increase the quality of the bibliographic review process. The approach adopted not only allows for a deeper understanding of the information collected, but also ensures that the proposed conclusions and recommendations are solidly based on scientific evidence. In this way, the commitment to academic integrity is reinforced and a significant contribution is made to the advancement of knowledge in the area of study in question.

Table 2- Selected articles

Author(s)	Title	Periodical	Ci	Year
Cameron, LA; Tonge, B.J.; Howlin, P; Einfeld, SL; Stancliffe, RJ; Gray, K.M.	Social and community inclusion outcomes for adults with autism with and without intellectual disability in Australia	JOURNAL OF INTELLECTUAL DISABILITY RESEARCH	32	2022
Garrels, V; Sigstad, HMH; Wenbelborg, C; Dean, E.E.	Work Opportunities and Workplace Characteristics for Employees with Intellectual Disability in the Norwegian Labor Market	International Journal of Disability, Development and Education	40	2022
Hsiao, Y.S.	The impact of interaction with adults with disabilities on preservice general education students' attitudes towards disability and inclusion.	International Journal of Disability, Development and Education	----	**2023**
Sigstad, HMH; Garrels, V	Which success factors do young adults with mild intellectual disability highlight in their school-work transition?	EUROPEAN JOURNAL OF SPECIAL NEEDS EDUCATION	31	2022
Yildiz, G; Cavkaytar, A	Effectiveness of pre-employment independent life education program designed for young adults with intellectual disability	INTERNATIONAL JOURNAL OF DEVELOPMENTAL DISABILITIES	41	2023

Source: prepared by the authors – Caption: Ci = number of citations

In this study, to facilitate the organization and management of these bibliographic references, the Zotero software was used. This important tool for collecting references directly from databases and journals through its compatibility with different browsers plays an essential role in categorizing and organizing documents, enabling the creation of folders and subfolders to separate articles according to different themes, research projects or disciplines. Garcí a-Puente (2020) highlights that, in the current context, where research and academic publication are essential, reference managers are indispensable tools that save significant time and facilitate academic work. Zotero, in particular, is presented as a robust option, allowing users to not only manage their references efficiently, but also integrate with web browsers for easy capture of citations directly from the internet. The author details the process of installing and using Zotero,

including organizing references, checking data integrity and synchronizing information in the cloud, which enables collaborative work.

Almeida (2020) argues that Zotero acts as a significant resource to improve operational, informational and creative skills linked to digital literacy. In the context of his study, the vital need to promote an in-depth and engaged understanding of new literacies, especially digital literacy, is highlighted. The research points to the urgency of cultivating advanced digital skills, emphasizing that educational initiatives should aim not only at familiarization with digital tools, but also at developing a critical and autonomous capacity for interaction and production in the digital environment.

Considering the established criteria, the bibliographic research led to the identification of relevant articles, which will be explored in detail later. The following section presents the main theoretical references that we consider to be in line with the theme portrayed.

Theoretical Assumptions

Student autonomy is fundamental in the educational process, promoting critical capacity, creativity and individual responsibility. In contemporary times, education seeks not only to transmit knowledge, but also to develop the student's ability to learn, to position themselves critically in the world and to act autonomously. This approach is essential to prepare individuals for the challenges of today's society, marked by rapid transformations and the need for adaptability and continuous learning. Freire (1987), in his seminal work "Pedagogy of the Oppressed", emphasizes education as a practice of freedom. He criticizes the traditional model of education, which he considers passive, and proposes a dialogical pedagogy, in which the student becomes the subject of their own learning process. For the author, student autonomy is achieved through awareness, a process through which individuals become capable of understanding and transforming their reality.

Another notable theory by Freire (1987) is his defense of problem-based education, as opposed to banking education, where knowledge is deposited by the teacher in the student. In his view, dialogue between educator and student is fundamental for the joint construction of knowledge, thus promoting student autonomy and emancipation.

As highlighted by scholars such as Di Pierro (2001); Fávero (2009) and Paiva (2006), it is essential that the education process, especially in the context of literacy for young people and adults, is deeply rooted in an approach that encompasses socioeconomic, political and cultural

aspects. This perspective aims not only at acquiring knowledge, but also at developing critical and reflective awareness in students. This educational approach proposes that, through the recognition and appreciation of students' experiences and realities, it is possible to cultivate skills, attitudes and values essential to improving their quality of life. In this way, education becomes a vehicle not only for knowledge, but also for the promotion of justice and dignity, encouraging students to continue their learning autonomously and continuously, thus contributing to a more equitable society.

Student autonomy emerges as a central pillar in the contemporary educational process, guiding not only the transmission of knowledge, but also fostering the development of a critical and autonomous stance towards the world. As suggested by Di Pierro (2001); Fávero (2009) and Paiva (2006), the need for education that transcends the mere acquisition of knowledge is reinforced. By valuing students' experiences and realities, education becomes an instrument for promoting justice and dignity, encouraging autonomous and continuous learning that contributes to the construction of a more just and equitable society.

This theoretical foundation establishes a solid foundation for the results and discussion chapter and invites us to rethink and reimagine the role of education in contemporary times.

Results and discussion

This study transcends the singularity of Youth and Adult Education, an area that, intrinsically, demands specialized attention and detailed considerations. The question we are raising refers to adults with specific educational needs and how the world of work and society welcome these people after completing EJA? Well, on this topic, in the study carried out by Bueno and Oliveira (2023), it is highlighted that students with intellectual disabilities seek education for young people and adults mainly motivated by insertion in the job market and the search for broader social development in adult life. This interest in school learning reflects the importance of education as a tool for integration and personal growth, emphasizing the vital role of EJA in offering opportunities for these individuals to improve their living conditions and social participation.

In this same context, the studies carried out by da Silva (2017); Barbosa and Keller-Franco (2020) present the interventional EJA model, which consists of associating learning and professional qualification of students with intellectual disabilities or global disorders in order to insert them into the world of work. The study carried out by the authors points out the guidelines for this type of teaching implemented in the Federal District, between 2010 and 2017,

whose objective aims to guarantee not only access to education for students with intellectual disabilities and autism, but also their permanence and progress in studies, in addition to promote social inclusion. This project aligns with the objectives of Youth and Adult Education, which aim to repair educational gaps, promote equal opportunities and professionally qualify individuals, as Da Silva (2017) explains to us:

> The challenge facing EJA Interventiva is how to offer schooling integrated with guidance for the world of work, in order to facilitate the inclusion of these students in the world of work and their effective participation in society. It also considers that the integrating axes in the youth and adult education curriculum are culture, the world of work and technologies. These axes must permeate the process of knowledge construction as a possibility for dialogue between scientific knowledge, as well as the knowledge brought by the subjects and also strengthen the organization of curricular components in areas of knowledge in each Segment, as presented in the respective curricular matrices. (Da Silva, 2017, p. 147, our translation).

The EJA Interventiva proposal highlights the need to rethink traditional curricula, often limited by rigid structures of time and space, in favor of more flexible and adaptable approaches that recognize and value diversity. The challenge lies in developing innovative curriculum proposals, which are based on principles of inclusion and diversity, to better meet the needs of all students.

Therefore, the transition to an educational model that prioritizes adaptable content and inclusive pedagogical methods not only benefits students with special needs, but also enriches the learning environment as a whole, preparing students for an increasingly diverse world. Is intervention enough to insert these students into the world of work? The study conducted by Cameron *et al.* (2022) investigated the social and community inclusion of adults with autism, with and without intellectual disability, in Australia and revealed that although adults with autism generally experience poor social outcomes, these are often assessed using general metrics rather than focus on specific aspects, such as employment, housing, social satisfaction, loneliness and friendships.

The scenario demonstrated in the studies by Cameron *et al.* (2022) therefore reveals a problem of exclusion that prevents many from enjoying life in society, which is an issue to be faced in different parts of the world and is in line with the research of Sigstad, HMH; Garrels, V (2022). The authors explored the factors that young adults with mild intellectual disabilities identify as crucial to their successful transition from school to work. The study results highlight the need for adequate resources and supports to facilitate a smooth transition into the job market

for young adults among the factors highlighted by Sigstad, HMH; Garrels, V (2022) for the smooth transition from studies to the world of work are collaboration between school and the workplace, the creation of an inclusive work environment and the availability of individual adaptations in the workplace.

The problem of social exclusion, especially with regard to access to formal employment for adults with autism and mild intellectual disabilities, as revealed by studies by Cameron *et al.* (2022) and Sigstad and Garrels (2022), requires a multifaceted response, requiring the implementation of specific supports that address the unique challenges faced by these individuals. This includes the support of broad networks, in addition to the creation of inclusive work environments and individual adaptations in the workplace, as evidenced in the studies by Barbosa and Keller-Franco (2020) about the EJA Interventiva modality.

To promote the effective inclusion and employability of these individuals, a joint commitment between educational institutions, the public sector and employers is imperative to develop innovative and flexible strategies. This implies not only the reformulation of traditional curricula, but also the adoption of pedagogical practices that recognize diversity and promote equity. At this point, we refer to the research by Yildiz and Cavkaytar (2023), which investigated the effects of the Pre-Employment Education for Independent Living Program (PILEP) on young adults with intellectual disabilities. The results indicated a positive impact of the program on the development of knowledge and skills of these young people. This research is fundamental in highlighting the importance of programs that support the development of personal skills, preparation for community life, health and safety, enabling these young adults to lead an independent life and inclusion in the world of work. Another study carried out by Hisiao (2022), examined the Peer project Lunch Club, which promoted social interactions between special education college students and adults with disabilities. The findings revealed that the interaction positively impacted students' attitudes and perceptions towards people with disabilities, promoting inclusion, understanding and acceptance.

The discussion of the results presented in this text deeply addresses the need for inclusive education that goes beyond the simple transmission of knowledge to young people and adults with specific educational needs. The interventional approach to Youth and Adult Education (EJA), highlighted by Bueno and Oliveira (2023) and complemented by the analyzes of Da Silva (2017); Barbosa and Keller-Franco (2020) point to the essential integration between formal education and professional training, emphasizing the preparation of students for the job market and broader social life. Here it is important to establish a connection to the question

asked previously about the limits of EJA Interventiva. We consider that this teaching modality is accompanied by programs such as evidenced by Yildiz and Cavkaytar (2023); Yildiz and Cavkaytar (2023) and Hisiao (2022) effectively present themselves as a path for these students to achieve their social and professional goals.

This review highlights the importance of considering education as a mechanism to promote the social and labor inclusion of people with intellectual disabilities, defending a pedagogical model that prioritizes dialogue, awareness and appreciation of individual experiences. Such a model not only prepares students to face the challenges of contemporary society, but also promotes their emancipation and autonomy.

The intersection between Youth and Adult Education (EJA) and the inclusion of people with specific educational needs, particularly those with intellectual disabilities, in the world of work, represents fertile ground for discussion about the necessary transformations in the educational and social sphere. The analysis of studies by Bueno and Oliveira (2023), Da Silva (2017), Barbosa & Keller-Franco (2020), Cameron *et al.* (2022), Sigstad and Garrels (2022), Yildiz and Cavkaytar (2023), and Hisiao (2022), together with the pedagogical theories of Freire (1987) and the contributions of Di Pierro (2001), Fávero (2009) and Paiva (2006), provides us with a comprehensive overview of the role of education in promoting the inclusion and autonomy of people with disabilities.

Advancing this discussion, the studies demonstrated highlight the importance of EJA as a mechanism to not only fill educational gaps, but also as a means of enabling individuals to actively participate in society and the job market. EJA's interventional approach, which combines learning and professional qualification, emerges as a pragmatic response to the needs of these students, emphasizing the importance of preparing them beyond the walls of the classroom. EJA's intervention model stands out for its ability to guarantee access, permanence and progress in studies, in addition to promoting the social insertion of students with intellectual disabilities and autism, reflecting a commitment to educational and professional inclusion.

The concept of autonomy, central to the works of Freire (1987), resonates through the analyzes presented, highlighting education as an emancipatory process that transcends the transmission of knowledge to embrace awareness and the ability to transform reality. This process not only prepares students to face the challenges of contemporary society, but also enables them to act autonomously and critically. Problem-based education, in contrast to banking education, reinforces the need for a constant dialogue between educator and student, supporting the joint construction of knowledge and promoting student emancipation.

The social and community inclusion of adults with intellectual disabilities or autism, as investigated by Cameron *et al.* (2022) and Sigstad and Garrels (2022), reveals a problem of exclusion that prevents many individuals from fully enjoying life in society. These studies point to the urgency of developing educational and social strategies that facilitate the inclusion of these individuals, especially in the job market, considering aspects such as self-determination, interpersonal skills and family support.

Programs like PILEP and Peer Lunch Club exemplify practical initiatives that promote personal and social skills, highlighting the importance of educational approaches that go beyond the traditional curriculum to encompass preparation for independent living and inclusion in the world of work. These experiences highlight the need for flexible and adaptable curricula, as well as inclusive work environments that recognize and value diversity.

Therefore, the discussion of these texts points to a deep reflection on how education, especially EJA, can serve as a vehicle for the social and professional inclusion of people with disabilities. The need for a holistic educational approach that integrates academic knowledge and life skills is highlighted, promoting autonomy and preparing students for active and meaningful participation in both society and the job market. At the same time, these reflections challenge society to rethink and reshape its educational, social and work structures to be truly inclusive, ensuring that all individuals have the opportunity to contribute and thrive.

Research highlights that education aimed at young people and adults represents a crucial segment of education, dedicated to mitigating discrepancies between the age of students and the level of education at which they are. Its main objective is to relocate these individuals within the educational system, offering them a new opportunity to continue and complete their education. However, when we incorporate students with disabilities into this equation, we introduce additional complexity that demands careful analysis and the adoption of specific strategies to face and overcome the challenges inherent to this integration.

The inclusion of people with disabilities in EJA not only expands the scope of its educational mission, but also imposes the need for curricular, pedagogical and infrastructure adaptations that guarantee access, participation and learning for these students on equal terms with others. This presupposes the promotion of autonomy, self-determination and empowerment of these students, preparing them not only for adult life, but also for an effective and active insertion in the job market. Therefore, these guidelines reinforce the importance of adapting the educational system to meet the specific needs of these students, aiming for their full integration and participation in society. Here, we must recognize EJA Interventiva as a

proposal that innovates by reconciling these two aspects, as highlighted by Bueno and Oliveira (2023); da Silva (2017); Barbosa & Keller-Franco (2020).

To complement the topic, we bring the results of the last census conducted by the Brazilian Institute of Geography and Statistics, it was found that 8.9% of the Brazilian population has some type of disability. The data were obtained through the "People with Disabilities" module of the 2022 Continuous National Household Sample Survey (PNAD) (Brazil, 2022). The research showed that people with disabilities face significant challenges in accessing education and the job market, in addition to receiving lower pay compared to individuals without disabilities. It is estimated that approximately 18.6 million Brazilians, representing 8.9% of the population group over two years of age, are affected by some type of disability. These results reinforce the need to implement educational programs and coexistence experiences that can have a positive impact on preparing these individuals for the professional world and public policies that promote inclusion and equal opportunities for people with disabilities.

These findings highlight the urgent need for public policies and social initiatives that promote equal opportunities and the appreciation of the skills of people with disabilities. The implementation of training and inclusion programs, combined with the promotion of spaces for coexistence and mutual understanding, can pave the way to overcoming stigmas and building a truly inclusive job market. In this context, it is essential that governments, educational institutions and the private sector join forces in favor of a society that recognizes the potential and dignity of each individual, regardless of their limitations.

In response to the questions raised, below we will present some strategies that promote opportunities in the world of work for Youth and Adult Education (EJA) students with specific educational needs. These projects, due to their innovative nature and positive results, offer valuable models that can be expanded, improved or used as inspiration for the development of new initiatives. The objective is to identify effective practices that not only facilitate these students' access to the job market, but also promote their integration and professional development in a sustainable manner. In doing so, we seek to build a solid foundation for future actions that can significantly contribute to overcoming the challenges faced by this group in the professional context, guaranteeing them equal opportunities and a viable path to success and personal fulfillment.

Strategies and recommendations

Government support not only through laws, but especially through affirmative actions, which ensure access to quality education, adapted professional training and accessible work environments, contributing to the autonomy, recognition and appreciation of these individuals in the job market. In this direction, several projects and initiatives implemented through effective partnerships have been developed with the aim of providing formal work to people with intellectual disabilities, as they aim to promote inclusion, value individual skills and ensure equal opportunities in the job market.

APAE (Association of Parents and Friends of the Exceptional) implements projects with the aim of promoting assistance, education and social inclusion of people with intellectual and multiple disabilities. These projects involve inclusive education, social inclusion, professional training, clinical care and support for families. In addition, APAE has the Promotion Center for Digital and School Inclusion (CPIDES), which seeks to promote digital and educational inclusion through technology training, school support and access to educational resources. Such initiatives aim to improve the quality of life and promote the active participation of people with disabilities in society. Similar programs are also found in other countries, such as Supported Employment in the USA, Disability Confident Scheme in the United Kingdom, the Integra Program in Sweden and the Inclusive Employer Seal in Germany. They encourage the hiring and support of people with disabilities, contributing to a more inclusive and equitable society. The initiatives in question have a significant impact both for people with disabilities and for society as a whole, promoting integral development, overcoming obstacles, awareness and acceptance of diversity. Therefore, these projects are fundamental in building a more inclusive and resilient society.

Based on the studies detailed by Da Silva (2017) and Barbosa and Keller-Franco (2020), it becomes evident that the Interventive Youth and Adult Education modality plays a fundamental role in the social and professional inclusion of people with disabilities. The bibliographic analysis revealed the need to adapt teaching strategies, aiming to prepare for the world of work and community life. As evidenced by the authors, EJA Interventiva brings with it an inclusive educational approach, standing out for connecting teaching to practical life and the world of work, preparing students for a more effective social and economic insertion.

The aforementioned projects outline promising paths for promoting the social and professional inclusion of people with disabilities who are in the EJA teaching modality. Such collective efforts, aligned with inclusive policies and practices, can ensure that these people not

only acquire relevant educational and professional skills, but also have fair and equal access to opportunities in the labor market. Based on this, we developed strategic recommendations to strengthen and expand the inclusion of this audience:

Continuous Training and Training of Educators: Invest in the training and continuous improvement of teachers and other professionals involved in EJA Interventiva, with a focus on inclusive methodologies, curricular adaptations and pedagogical strategies that meet the specificities of students.

Integration with the World of Work: Strengthen connections between education and the job market, through partnerships with the private sector, internship and practical learning programs, and professional training courses aligned with market demands and student capabilities.

Individualized Monitoring and Assessment: Develop individualized monitoring and evaluation mechanisms that consider students' personal and academic progress, as well as adjustments to the teaching plan as necessary, with the aim of maximizing the potential of each individual.

Strengthen Institutional Partnerships: Promote cooperation between educational institutions, such as APAE, government organizations and private companies, to develop integrated education and professional training programs. This includes expanding programs like CPIDES to provide more comprehensive training that includes digital skills, professional competencies and educational support.

Creation of Training and Professional Inclusion Centers: Establish specialized centers that offer professional training, vocational guidance and support for labor inclusion, in partnership with institutions such as APAE and government agencies. These centers must provide resources for training in various professional areas, employment guidance and support in the process of inclusion in the job market.

Post-Hiring Support and Monitoring: Ensure that people with intellectual disabilities receive ongoing support after hiring, including workplace adaptation, professional monitoring and career development and progression opportunities.

The proposed recommendations do not end here and have the power to inspire policies and actions that aim to overcome barriers so that these E JA students with specific educational needs achieve social promotion. Therefore, the efforts constitute a set of strategic actions for effective inclusion, reiterating the need for a broad commitment to make inclusion a universal experience. This commitment must focus on valuing differences and promoting equality,

ensuring that everyone has access to fair and dignified opportunities, thus contributing to the progress of society.

Final remarks

The findings demonstrated reveal nuances that need to be continually addressed in terms of public policies on the inclusion of people with disabilities in the education of young people and adults and their transposition into the world of work. It is a topic that does not end here, if we want to guarantee equal opportunities and the integral development of these individuals. The study, guided by the question of how to overcome the complexities involved in the transition of students with specific educational needs from Youth and Adult Education to the world of work, highlighted that despite social advances, it demonstrated that it is still necessary to face significant challenges to promote social inclusion and the autonomy of these subjects.

The article achieved its objectives, providing a comprehensive analysis of the challenges faced by these students in professional insertion, as well as identifying inclusive practices and innovative projects that promote their employability and consequently. This research not only sheds light on the barriers that impede educational and career equity, but also serves as a call to action for educators, employers, policymakers, and society at large. At this point lies the importance that this investigation tried to highlight and which transcends a mere academic question, becoming a social and ethical imperative.

Overcoming the challenges, as demonstrated, requires joint actions, effective inclusion policies, adaptations in work environments and a culture of respect and appreciation of diversity are essential in this process. The family, educational institution and workplace play key roles in promoting inclusion by providing support and opportunities tailored to individual needs. By highlighting successful strategies and initiatives, both in Brazil and internationally, such as those implemented by APAE, CPIDES and international inclusion programs in the world of work, the study proposes to be a catalyst so that policies and actions can be continually revisited seeking social transformation, promoting a more inclusive and fair approach to the integration of these individuals into the work environment.

On the other hand, the study brought the striking idea of interventional EJA, aimed at offering learning to students with intellectual disabilities and global disorders. This proposal proved to be promising, but, on the other hand, it requires care to establish solid partnerships

between educational institutions and the public sector, bearing in mind that EJA Interventiva alone is not capable of guaranteeing the employability of students with special needs.

Based on these analyses, the study proposed a set of practical recommendations and guidelines for public policies. These recommendations are not limited to the inclusion of these students in the world of work, but aim to value them, recognizing their skills and potential contributions to society. The implementation of these measures, combined with collective commitment, has the potential to transform our society, promoting the inclusion and appreciation of all people, regardless of their limitations.

In conclusion, the study demonstrated that, by adopting the proposed recommendations and engaging in a collective effort to implement them, it is possible to achieve a more just, inclusive and diverse society. By investing in inclusive initiatives and sustaining a holistic approach to the inclusion of people with disabilities in the labor market, it is possible to promote not only economic development, but also social progress. This path to effective inclusion demands collective commitment and coordinated strategic action, thus ensuring that inclusion becomes a reality experienced by everyone, marking a significant advance for society as a whole.

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