


CHALLENGES AND POTENTIALITIES OF EJA: AN EXPERIENCE REPORT IN THE SCHOOL CONTEXT

 <https://doi.org/10.56238/sevened2025.001-008>

Jefferson Fellipe Jahnke¹.

ABSTRACT

This article is based on an experience report carried out during a supervised internship in Youth and Adult Education (EJA) in a municipal school in Curitiba. The study seeks to report and examine the challenges faced, the pedagogical practices implemented and the effects on the teaching and learning process of students. The research uses a qualitative approach, centered on the analysis of experience, with data obtained through participant observations, documentary analysis and planned pedagogical interventions. The results revealed the complexity of working with a heterogeneous group of students from different age groups and social contexts, in addition to highlighting the need for adaptable, inclusive pedagogical practices aligned with the realities of students. Strategies such as the use of educational games and interdisciplinary methodologies proved to be efficient in promoting student engagement and strengthening their autonomy. However, challenges such as school dropout, lack of adequate infrastructure, and limitations in teacher training were identified as significant obstacles. The conclusions indicate the importance of EJA as a means of social inclusion and citizenship, underlining the need for greater articulation between public policies, continuing education of teachers and investments in infrastructure. The article contributes to the debate on the importance of contextualized and reflective pedagogical practices in EJA, reinforcing its transformative role in promoting a more just and equitable society.

Keywords: Youth and Adult Education. Pedagogical Practices. Experience Report. Social inclusion. Citizenship.

¹ Doctor of Education
Pontifical Catholic University of Paraná
E-mail: jefefellipe6@yahoo.com.br
ORCID: <https://orcid.org/0000-0002-0387-549X>
LATTES: <http://lattes.cnpq.br/3974682955816706>

INTRODUCTION

Youth and Adult Education (EJA) plays a crucial role in addressing Brazil's historical educational inequalities, offering a second opportunity for schooling for those who, for different reasons, had their educational processes interrupted or not completed. This teaching modality is not limited to literacy, but encompasses the promotion of citizenship and the strengthening of social inclusion, connecting school knowledge to the realities experienced by students. As Freire (1996) points out, education should be an act of freedom, capable of transforming lives and rewriting trajectories.

The current context of EJA reflects the advances and challenges of public educational policies, from the recognition of the right to education by the Federal Constitution of 1988 to the limitations in the implementation of effective programs. Recent data from the IBGE (2022) show that more than 11 million Brazilians remain illiterate, evidencing the urgent need for strategies that respond to the demands of this population. In addition, school dropout, structural precariousness, and inadequacy of curricula are recurring issues that directly impact the effectiveness of this teaching modality (Souza and Carvalho, 2020).

The purpose of this article is to report and examine the experiences of a supervised internship carried out in Youth and Adult Education (EJA) in a municipal school in Curitiba. The research investigates the challenges faced, the methodologies applied and the impacts of pedagogical practices on student learning. With a qualitative approach and using the experience report method, the study seeks to enrich the academic debate on the importance of EJA and its ability to promote social transformations.

The introduction to the practical field highlights the diversity of the public served, composed of students of different ages, cultural contexts and personal trajectories. This plurality demands from the educator a flexible pedagogical planning that recognizes the students' previous knowledge and encourages meaningful practices. According to Lima and Oliveira (2022), the adoption of active and interdisciplinary methodologies is essential to involve EJA students, allowing the construction of knowledge that connects to their realities.

The work is organized into sections that, initially, explore the legal and political framework of Youth and Adult Education (EJA). Next, an analysis of the social demands associated with this teaching modality is carried out, as well as the methodologies adapted to this scenario. Subsequently, the results and discussions based on practical experiences are presented. Finally, the final considerations highlight the lessons learned and the opportunities for progress in the area.

THEORETICAL FOUNDATION

THE LEGAL AND POLITICAL FRAMEWORK OF EJA IN THE FEDERAL CONSTITUTION OF 1988

Youth and Adult Education (EJA) is a teaching modality that gained constitutional relevance with the enactment of the Federal Constitution of 1988. Considered the "Citizen Constitution", this legal framework recognizes education as a fundamental right and establishes clear guidelines to ensure access to education as an instrument of citizenship and social inclusion. However, over the years, the implementation of these guidelines has faced significant challenges related to the decentralization, financing, and effectiveness of public policies aimed at EJA.

The Federal Constitution of 1988 marks a significant transformation in education in Brazil by establishing, in article 205, that education constitutes a universal right and a shared responsibility of the State and the family. The implementation of this right requires the cooperation of society, with the objective of promoting the integral development of the individual, preparing him for citizenship and qualifying him for work (Brasil, 1988, art. 205). In addition, article 208 reiterates the requirement to offer free elementary education, also covering those who did not have the opportunity to attend it at the appropriate age (Brasil, 1988, art. 208). This aspect is crucial to understand Youth and Adult Education (EJA) as a mechanism to correct historical inequalities in the country.

Constitutional Amendment No. 14 of 1996 changed the panorama by delegating to the municipalities the responsibility for the management of Youth and Adult Education (EJA) (Vieira, 2004a). This restructuring, although aimed at making educational management more aligned with local needs, ended up bringing several challenges, particularly regarding the guarantee of adequate funding and the maintenance of a uniform standard of quality in education. Another significant aspect is the interrelationship between the right to education and citizenship.

According to Haddad (2015), EJA has historically faced marginalization due to the absence of political will and appropriate investments. He points out that the success of this modality depends strongly on the connection between adult education, social development and complementary programs that seek to improve the quality of life. In addition, the Law of Guidelines and Bases of National Education (LDB) No. 9,394/96 reinforces the constitutional guidelines by establishing that EJA must be offered to all citizens who did not have access to or continuity of studies in elementary and secondary education, at the appropriate age.

The historical evolution of Youth and Adult Education (EJA) demonstrates that its progress is intrinsically linked to political and social contexts. During the military regime, for example, initiatives such as the Brazilian Literacy Movement (MOBRAL) took on a welfare bias. In the 80s, with the redemocratization, education was recognized as an inalienable right. The 1988 Constitution guarantees that education must be inclusive, democratic, and oriented towards the construction of a just and egalitarian society. However, ensuring this right requires consistent investments, teacher training, and effective public policies that overcome historical social and economic inequalities.

The legal and political framework of EJA, established in the Federal Constitution of 1988, laid the foundations for democratizing access to education in Brazil. Despite substantial advances, there are still challenges in implementing effective public policies, adequate funding, and continuous training of EJA professionals. Decentralization has brought advantages, but it has also increased the responsibility of municipalities, which often face structural and financial limitations. Therefore, it is essential to strengthen public policies aimed at EJA, through coordinated actions between the Union, States and Municipalities, ensuring that youth and adult education fulfills its transformative role in Brazilian society.

SOCIAL DEMANDS AND THE RIGHT TO EDUCATION FOR YOUNG PEOPLE AND ADULTS

Youth and Adult Education (EJA) in Brazil emerged as a response to historically disregarded social needs, mirroring deep structural inequalities that still prevail in the country. More than a teaching modality, EJA symbolizes a social commitment to inclusion, citizenship and democratization of access to education. The Federal Constitution of 1988, in its article 205, defines education as a right of all and a duty of the State and the family, promoted with the cooperation of society, with the objective of ensuring full personal development, preparation for citizenship and qualification for work.

This legal framework highlighted the education of young people and adults in the educational system, recognizing the need for specific public policies to meet this demand. However, the implementation of this right faces significant challenges, such as school dropout, poor infrastructure, and the absence of effective social programs. The right to education for young people and adults transcends the simple act of literacy, being a powerful tool for social inclusion, capable of mitigating inequalities, expanding opportunities in the labor market and promoting the full exercise of citizenship.

The historical trajectory of Youth and Adult Education (EJA) in Brazil demonstrates a persistent pattern of discontinuous policies, often characterized by welfare programs that, in many cases, did not meet the real needs of this population. During the period of the military regime, for example, initiatives such as the Brazilian Literacy Movement (MOBRAL) were implemented with a merely functional focus, more concerned with generating favorable statistics than with providing meaningful and transformative learning (Beisiegel, 2012).

This history helped to consolidate a mistaken perception about EJA, often seen as a form of inferior education, aimed at those who did not succeed in regular education. With the redemocratization of the country, a new perspective for EJA emerged, especially with the promulgation of the Federal Constitution of 1988, which guaranteed the obligation of free elementary education, including for those who did not have access at the appropriate age. The Law of Guidelines and Bases of National Education (LDB) No. 9,394/96 reinforced this guarantee, stipulating that EJA should be offered to all those who did not have access to or continuity of studies in elementary and secondary education, respecting their specificities and needs (Vieira, 2004b). However, these legal guarantees have not been sufficient to overcome the structural barriers that have historically excluded young people and adults from the education system.

According to IBGE data (2022), more than 11 million Brazilians are still illiterate, and a large part of this population is in the age group served by Youth and Adult Education (EJA). These numbers show not only the lack of access, but also the absence of effective public policies that respond to the specific demands of this type of education. The social demands of EJA are varied and reflect the complexity of this challenge. One of the main needs is to offer flexible schedules, especially at night, since many students work during the day and depend on this flexibility to continue studying. In addition, it is necessary to adapt the curricula to the reality of these students, valuing their previous knowledge and connecting the pedagogical content to their daily experiences and practical needs.

Another crucial aspect is the adequate training of teachers who work in EJA. These professionals must be prepared to deal with a diverse audience, composed of individuals of different ages, education levels, and socioeconomic backgrounds. Haddad (2015) emphasizes that teaching in EJA requires a differentiated pedagogical approach, which takes into account the specificities of the students served and promotes an inclusive and motivating learning environment.

The didactic material used in EJA must also be appropriate to the characteristics of the students. Often, the use of decontextualized or infantilized materials is observed,

which do not dialogue with the students' reality and end up demotivating them. Digital inclusion is another relevant challenge, especially in a context where technologies play a central role in the teaching-learning process. Many EJA students do not have regular access to computers or the internet, which limits their learning opportunities and excludes them from more contemporary pedagogical practices. In the face of these demands, robust and continuous public policies become essential to ensure that EJA fulfills its social role. The National Education Plan (PNE) establishes specific goals for EJA, including the eradication of illiteracy and the expansion of the number of enrollments. However, the implementation of these goals has been limited by budgetary challenges, lack of adequate infrastructure, and difficulties in articulating the different levels of educational management.

School dropout continues to be one of the main challenges faced by EJA. Many students drop out of courses due to work overload, financial difficulties, or lack of psychosocial support. Social assistance programs, such as permanence scholarships, free school transportation and adequate food, are essential to combat this problem and ensure financial support for students to stay in school. In addition, it is necessary to overcome the social stigma that still accompanies EJA. Many students carry with them feelings of failure and shame, resulting from a culture that associates adult learning with failure in mainstream education. For Freire (1996), adult education should be understood as a process of awareness, in which students are encouraged to reflect critically on their reality and to act in a transformative way.

In this way, the social needs of Youth and Adult Education (EJA) go beyond the simple offer of vacancies or the delivery of teaching materials. It is necessary to develop integrated public policies that consider the specificities of this type of education and effectively promote educational inclusion. It is essential to ensure that the right to education, guaranteed by the Brazilian Constitution, is not just a legal principle; It must become a concrete practice capable of transforming lives and contributing to the formation of a more just and equitable society. Only in this way will it be possible to break the cycle of exclusion that has afflicted millions of Brazilians for decades and ensure that EJA fulfills its true role as an instrument of social emancipation and citizenship (Benvenutti and Paulo, 2024).

TEACHING METHODOLOGIES ADAPTED TO EJA

Educational approaches aimed at Youth and Adult Education (EJA) are essential for the learning process, as they need to be adapted to the particularities of this diverse

audience, which has unique characteristics and needs. In addition to applying conventional pedagogical methods, teaching in EJA demands the use of flexible, inclusive and meaningful strategies that connect with the life experiences, previous knowledge and social realities of the students.

As Freire (1987) emphasizes, pedagogical practice in EJA must be based on dialogue, respect for the individual trajectory of each student and the collaborative construction of knowledge. One of the main challenges for teaching methodologies in EJA is to overcome the traditional view of education, which is often based on the simple transmission of content. Many students in this modality have already had negative experiences in the formal education system, marked by school failure, failures and exclusion. In this sense, active methodologies emerge as an effective alternative, by placing students at the center of the learning process and stimulating their active and reflective participation.

Active methodologies, such as project-based learning (PBL), collaborative learning and problem-solving, have been shown to be effective in the context of EJA. According to Santos et al. (2024), these approaches allow students to relate the contents covered to concrete situations in their daily lives, facilitating the construction of meaningful knowledge. For example, an interdisciplinary project that involves topics such as financial education, health, and the environment can be developed in a practical and contextualized way, stimulating students' protagonism and their engagement in the learning process.

Dialogic pedagogy, defended by Paulo Freire, is another fundamental methodology for Youth and Adult Education (EJA). According to Freire (1987), dialogue is a fundamental tool in the construction of knowledge, as it enables the exchange of knowledge between educator and student, overcoming the conventional hierarchical relationship. In EJA, the educator should not be limited to being a mere transmitter of content; He needs to act as a mediator who facilitates learning, values students' previous knowledge and promotes critical reflection on their realities.

Conversation circles are also an effective pedagogical strategy in EJA. They create open spaces for dialogue, in which students can share their experiences, opinions and knowledge, enriching the educational process. As Valle (2024) points out, conversation circles contribute to the construction of bonds with the people involved, promoting a more welcoming and collaborative environment. In addition, they allow the educator to identify the specific demands of students and adapt their pedagogical practices according to these needs.

Another important methodology in Youth and Adult Education (EJA) is the use of contextualized didactic materials. Many students in this modality do not recognize themselves in the books and conventional resources of regular education, which often disregard their realities and experiences. Therefore, it is essential that the teaching materials used in EJA are adapted, prioritizing accessible language, concrete examples, and topics that are meaningful to students. Golinelli and Campanerut (2024) highlight that the National Common Curriculum Base (BNCC) presents relevant guidelines for the development of curricula and materials that consider the cultural and social diversity of students.

Technology also plays an important role in teaching methodologies adapted to EJA. The use of digital platforms, educational applications, and multimedia resources can make classes more dynamic and attractive. However, it is important to ensure that all students have access to the necessary technologies and that educators are trained to use them pedagogically. As Arroyo (2021) points out, digital inclusion in EJA should not be seen only as a technical resource, but as a tool to promote citizenship and insertion in the labor market.

Interdisciplinary methodologies also gain prominence in EJA. By integrating different areas of knowledge, it is possible to address topics in a more comprehensive and meaningful way. A practical example would be to work on environmental issues through activities that involve concepts of biology, mathematics, geography and citizenship. According to Beisiegel (2012), interdisciplinarity in EJA allows students to understand the relationship between the contents learned and their applications in the real world.

In addition, it is essential to consider methodologies based on experiential learning. Many EJA students bring with them a vast repertoire of experiences acquired throughout their lives, whether at work, in the family or in the community. These experiences should be valued and incorporated into the learning process, creating connections between formal knowledge and practical knowledge. Schneeberger et al. (2024) highlight that valuing students' life experiences is essential to promote more meaningful and motivating learning.

Another relevant aspect is the need for continuing education for EJA teachers. Many teachers do not receive adequate preparation to deal with the specificities of this modality, which can compromise the effectiveness of the methodologies adopted. As Pereira and Sant'Anna (2024) point out, investing in teacher training is essential to ensure that educators are prepared to use innovative methodologies adapted to the EJA context.

Finally, it is important to highlight that teaching methodologies in EJA must be continuously evaluated and improved. Critical reflection on pedagogical practices, combined with constant dialogue with students, allows for the identification of failures, adjustment of strategies and enhancement of results. As Beisiegel (2012) points out, the evaluation of methodologies must be a collaborative process, involving all actors in the educational process. Teaching methodologies adapted to EJA must be flexible, dialogical, contextualized and interdisciplinary. They must respect the realities of students, value their prior knowledge and promote meaningful and emancipatory learning.

For this to be possible, it is necessary to invest in the continuing education of educators, in the appropriate use of technologies, in the preparation of contextualized teaching materials and in the promotion of democratic and participatory school management. Only in this way will it be possible to ensure that EJA fulfills its role as an instrument of inclusion, social transformation and construction of citizenship.

METHODOLOGY

The methodology adopted in this study is based on the qualitative approach, organized as an experience report carried out during the supervised internship in Youth and Adult Education (EJA) in a municipal school in Curitiba. According to Bogdan and Biklen (2014), this qualitative approach is especially important to understand pedagogical practices in educational environments, as it enables a reflective and contextualized analysis of the experiences lived throughout the internship.

TYPE OF RESEARCH

The study is presented as an experience report that aims to report and examine the experiences and learning acquired during the internship. These reports are considered important tools to connect theory and practice, favoring a critical analysis of the situations found in the educational environment. The main objective was to record the actions carried out, the challenges overcome and the effects of the pedagogical practices that were observed and applied.

CONTEXT OF THE RESEARCH

The research was carried out in a municipal school located in Curitiba, which serves young people and adults who face difficulties with schooling. The institution develops a Political Pedagogical Project (PPP) aimed at social and educational inclusion, prioritizing methodologies that connect with students' life experiences and previous knowledge. The

target audience of the internship comprised students of different ages, ranging from 20 to 67 years old, which required the adoption of differentiated pedagogical practices adapted to their realities.

DATA COLLECTION PROCEDURES

Data were collected through the following strategies:

- **Participant Observation:** During the internship, systematic observations were carried out in the classroom, with a detailed record of the interactions between students, teachers and the pedagogical content. The observations involved activities such as Mathematics, Portuguese Language and History classes, as well as extracurricular events, such as the "Talent Show - EJA 2024".
- **Document Analysis:** The school's Pedagogical Political Project (PPP) and other institutional documents were analyzed to identify pedagogical guidelines, management strategies and the specific educational objectives of EJA.
- **Planned Pedagogical Interventions:** Practical conducting activities were implemented, such as Portuguese language classes focused on word formation and spelling rules, using resources such as crosswords, word searches and practical exercises.

DATA ANALYSIS PROCEDURES

In the study, the data were analyzed based on the principles established by Bardin (2016) regarding content analysis. The records from the field diaries, as well as the information related to the pedagogical interventions, were organized into thematic categories, such as student engagement, the challenges faced in the learning process and the inclusive strategies adopted. The triangulation of the data, which included observations, documentary analysis and interventions, ensured greater consistency in the conclusions obtained.

LIMITATIONS OF THE RESEARCH

Some limitations were identified in the development of the study:

- **Duration of the Internship:** The limited time of the internship reduced the opportunities to deepen observations and implement more extensive pedagogical practices.
- **Restricted Context:** The study was carried out in a single institution, which limits the generalization of the results to other EJA contexts.

REFLECTIONS ON THE METHODOLOGY

The adoption of the qualitative approach, combined with the experience report methodology, proved to be extremely effective in capturing and reflecting on the complexities inherent to Youth and Adult Education (EJA). Through specific techniques of data collection and analysis, such as participatory observations, it was possible to unveil the unique experiences of students and the multifaceted challenges faced by educators in this context.

This methodology not only meets the purposes of this study, but also promotes a critical and reflective perspective in the training of teachers, essential to respond to the particular demands of EJA. The need for an adaptive pedagogical approach is emphasized, which recognizes the heterogeneity of the students' profiles and the dynamics of their life trajectories.

Critically, it is important to emphasize that, although the qualitative methodology enriches the understanding of individual experiences, it imposes limits on the generalization of the findings. Thus, it is suggested that future investigations consider the triangulation of methods to expand the robustness of the conclusions and explore potential theoretical and practical developments. In addition, critical analysis must incorporate a continuous reflection on the role of the educator as an agent of social transformation, capable of adapting pedagogical practices in the face of the emerging challenges of the twenty-first century.

RESULTS

The data collected during the supervised internship in Youth and Adult Education (EJA) reveal the complexity and challenges inherent to pedagogical practice in an environment marked by several particularities and educational demands. The observation and pedagogical intervention highlighted crucial elements in the interaction between students and educators, in school management and in the impact of the methodologies used in the learning process.

Educational Challenges: Students face significant difficulties in reading, writing, and logical-mathematical reasoning, often associated with educational interruptions in earlier phases. Freire and Soares (2020) state that EJA requires an approach beyond the mere transmission of content, involving practices that dialogue with the students' experiences. This was evident in Mathematics classes, where concrete materials and everyday

examples, such as fractions related to household consumption, helped in understanding the basic concepts.

Valuing Prior Knowledge: The internship highlighted the importance of pedagogical practices that respect and value students' prior knowledge. Loch and Martins (2019) suggest that EJA should promote a recognition of the cultural and social diversity of the participants. This conception materialized in activities such as crossword puzzles and word searches, which allowed students to identify terms and expressions from their daily lives, encouraging learning and promoting a sense of belonging and identity appreciation.

Management and Infrastructure Challenges: Although resources such as a computer lab and sports court were available, some areas needed adaptations to serve students with disabilities or reduced mobility. Moraes (2021) points out that inclusion in EJA requires continuous investments in accessibility and teacher training to meet the specific needs of this audience.

Interdisciplinarity in the Curriculum: Interdisciplinarity was a central element in the EJA curriculum. Santos and Ribeiro (2023) indicate that the integration of different areas of knowledge is essential for students to understand the content in a broad way that is connected to their realities. During the internship, classes that combined History and Portuguese Language, with themes such as the "Invention of the Wheel", provided a more meaningful understanding of the contents, connecting them to the students' experiences.

Student Engagement: The involvement of students in practical activities stood out positively. Lima and Oliveira (2022) observe that active methodologies in EJA can be determinant for success in teaching-learning. During the internship, educational games and group dynamics proved to be effective in stimulating active participation and strengthening interaction among students.

Educator-Student Relationship: The connection between the intern and the students evidenced the importance of the pedagogical bond in EJA. Arroyo (2021) emphasizes that the educator must maintain a dialogical posture, building relationships of trust and mutual respect. This bond was essential to overcome initial barriers, such as the resistance of some students to participate in the activities.

Teacher Training: The analysis revealed gaps in teacher training for EJA. Gonçalves and Prado (2023) point out that the initial training of teachers often does not cover the specificities of this teaching modality, compromising the quality of pedagogical practices.

Space for Resignification: EJA proved to be a space for the resignification of identities and life projects. Costa and Almeida (2024) highlight that EJA is not limited to formal education, but also functions as an instrument of social and cultural emancipation.

Need for a Flexible Curriculum: Finally, the analysis of the results highlights the need for a more flexible curriculum adapted to the realities of EJA students, according to Zabala (2018). During the internship, pedagogical practices that valued the students' life experience were able to partially achieve this goal, but there is still a way to go to consolidate a truly inclusive and transformative curriculum.

DISCUSSION

The results presented in this study highlight the challenges and potentialities of Youth and Adult Education (EJA), especially with regard to the diversity of the public served and the need for flexible pedagogical practices. The analysis revealed that, although EJA plays an essential role in promoting social and educational inclusion, it still faces structural and methodological barriers that hinder its full effectiveness.

One of the main challenges identified was school dropout, a recurring problem in this type of education. As pointed out by Haddad (2015), the permanence of students in EJA is directly related to the offer of a meaningful curriculum and the implementation of public policies that guarantee adequate conditions for learning. Research has shown that the overload of responsibilities, such as work and family, often leads students to interrupt their studies, which reinforces the need for incentive programs, such as scholarships and social assistance.

Teacher training often does not cover the specificities of teaching young people and adults, a relevant aspect highlighted by Gonçalves and Prado (2023), who state that working in EJA requires a differentiated pedagogical preparation, which takes into account the life trajectories and previous experiences of the students. During the supervised internship, it was observed that practices based on Freire's (1996) dialogic pedagogy proved to be more effective in motivating students, promoting the collective construction of knowledge.

In addition, the use of interdisciplinary methodologies has proven to be a valuable strategy in EJA. According to Santos and Ribeiro (2023), the integration between different areas of knowledge enables more meaningful learning that is aligned with the students' reality. In the context of the internship, activities that combined Mathematics and Portuguese Language facilitated the understanding of the contents and increased student engagement.

Finally, the need for a flexible curriculum adapted to the realities of the students was an essential finding. Zabala (2018) points out that a rigid curriculum can discourage learning and increase school dropout rates. Practical experience showed that contextualized approaches and active methodologies, such as the use of educational games and case studies, favored student participation and strengthened their autonomy.

In this way, the discussion reinforces that, despite the challenges, EJA continues to be a fundamental space for social transformation. The continuous improvement of educational policies and teacher training are essential measures to ensure the effectiveness of this type of education and its contribution to the construction of a society that seeks equity and inclusion.

CONCLUSION

The supervised internship in Youth and Adult Education (EJA) not only provided significant practical experience, but also highlighted the fundamental importance of aligning pedagogical theory and practice in complex and challenging environments. This period of immersion allowed us to closely observe the educational dynamics within a diversified context, evidencing both the potentialities and structural limitations present in the educational environment.

The effectiveness of the pedagogical practices was deeply linked to the valorization of the students' previous knowledge, a strategy that was aligned with Freire's principles of education as a process of joint and dialogical construction of knowledge. This approach was crucial to engage EJA students, promoting relevant and contextualized learning, as observed in the word formation and mathematical contextualization activities.

The challenges faced, such as initial resistance from students and structural limitations, reinforced the need for comprehensive and continuous teacher training that prepares teachers for the diversity and adversity of the educational context. It is imperative that such training includes skills for conflict mediation and adaptation to the specificities of students.

In addition, the internship highlighted the urgency of more robust and effective public policies to meet the demands of EJA, which are often limited by scarce resources and inadequate infrastructure. Overcoming these barriers is crucial for EJA to fulfill its role as a space for inclusion and social transformation.

Finally, the positive impacts observed, such as the strengthening of interpersonal relationships and the appreciation of students' identities, underline the importance of a pedagogical practice that not only transmits academic knowledge, but also promotes



human dignity and citizenship. The experience reaffirmed the relevance of EJA as a path to social emancipation, highlighting the continuous need for investment in quality education for all.

This trajectory of learning and reflection reiterates the conception of education, according to Paulo Freire, as an act of freedom and transformation, essential for the construction of a more just and equitable society. The challenge that persists is to ensure that every EJA student has this opportunity, regardless of their age, origin or social condition. This conclusion seeks to critically reflect on the internship experience, highlighting the intersection of theory, practice and educational policy in the context of EJA.

REFERENCES

1. Arroyo, M. (2021). Educação de jovens e adultos: um campo de direitos e lutas sociais (2ª ed.). Autêntica.
2. Bardin, L. (2016). Análise de conteúdo. Edições 70.
3. Beisiegel, C. R. (2012). Educação de jovens e adultos: desafios históricos e contemporâneos. Cortez.
4. Benvenuti, D. B., & Paulo, F. S. (2024). Currículo e avaliação da aprendizagem no projeto Escola Cidadã. Revista Contexto & Educação, 39(121). <https://doi.org/10.21527/2179-1309.2024.121.15618>
5. Bogdan, R., & Biklen, S. (2014). Investigação qualitativa em educação: uma introdução à teoria e aos métodos. Artmed.
6. Brasil. (1988). Constituição da República Federativa do Brasil de 1988. Senado Federal. Disponível em <www.planalto.gov.br>
7. Brasil. (1996). Lei nº 9.394, de 20 de dezembro de 1996. Estabelece as diretrizes e bases da educação nacional. Disponível em <www.planalto.gov.br>
8. Costa, M. V., & Almeida, J. C. (2024). Educação e diversidade cultural: diálogos contemporâneos. Vozes.
9. Freire, P. (1987). Pedagogia do oprimido (17ª ed.). Paz e Terra.
10. Freire, P. (1996). Educação como prática da liberdade. Paz e Terra.
11. Freire, P., & Soares, L. (2020). Educação e emancipação na EJA: fundamentos e práticas (3ª ed.). Autêntica.
12. Golinelli, I., & Campanerut, F. Z. (2024). O desenvolvimento do currículo a partir do conceito de competências da BNCC em itinerários para EJA. Dataset Reports, 3(1).
13. Gonçalves, M., & Prado, J. (2023). Formação docente e diversidade na EJA: desafios e perspectivas. Cortez.
14. Haddad, S. (2015). Políticas públicas para a EJA: desafios e perspectivas. Cortez.
15. IBGE – Instituto Brasileiro de Geografia e Estatística. (2022). Pesquisa Nacional por Amostra de Domicílios Contínua – PNAD Contínua.
16. Lima, A., & Oliveira, J. A. (2022). Metodologias ativas na educação de jovens e adultos: teoria e prática. Insular.
17. Loch, J. M. P., & Martins, R. (2019). EJA e inclusão social: experiências pedagógicas em contexto brasileiro. Mediação.
18. Moraes, C. E. (2021). Inclusão escolar: desafios e avanços na educação brasileira. Appris.

19. Pereira, G. S., & Sant'Anna, S. M. L. (2024). Práticas pedagógicas e avaliação da aprendizagem no PROEJA. *Redin*, 13(1), 397–416.
20. Santos, A. F. C., Silva, M. L. S., & Sousa, C. P. (2024). Análise psicossocial da avaliação da aprendizagem na EJA no contexto pandêmico, em Boa Vista (RR). *Revista Educação e Emancipação*, 17(2), 57–78. <https://periodicoseletronicos.ufma.br/index.php/reducacaoemancipacao/article/view/23539>
21. Santos, M., & Ribeiro, C. (2023). Interdisciplinaridade e práticas pedagógicas na EJA: um olhar crítico. Papirus.
22. Schneeberger, A. H., Benvenutti, D. B., & Dickmann, I. (2024). Qualificação da avaliação na EJA. *Revista Teias*, 25(77).
23. Souza, C., & Carvalho, A. P. (2020). Políticas públicas e desafios da EJA no Brasil contemporâneo. Liber Livro.
24. Valle, J. C. A. (2024). Experiências pedagógicas com a EJA pelo Brasil: uma atividade extensionista articulando formação inicial e formação continuada de professores. Prêmio Professor Rubens Murillo Marques: Experiências docentes em licenciaturas. https://doi.org/10.18222/fcc-pprmm2024_5
25. Vieira, C. (2004a). A EJA no contexto da Constituição de 1988. *Educação e Sociedade*, 25(88).
26. Vieira, M. C. (2004b). Fundamentos históricos, políticos e sociais da educação de jovens e adultos – Volume I: aspectos históricos da educação de jovens e adultos no Brasil. Universidade de Brasília.
27. Zabala, A. (2018). *A prática educativa: como ensinar* (9ª ed.). Artmed.