

**TRAINING OF EDUCATORS FROM THE PERSPECTIVE OF INCLUSIVE
EDUCATION IN NON-FORMAL CONTEXTS**

**FORMAÇÃO DE EDUCADORES NA PERSPECTIVA DA EDUCAÇÃO
INCLUSIVA EM CONTEXTOS NÃO-FORMAIS**

**FORMACIÓN DE EDUCADORES DESDE LA PERSPECTIVA DE EDUCACIÓN
INCLUSIVA EN CONTEXTOS NO FORMALES**

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ABSTRACT

Understanding that the inclusion of the Special Target Public Student (PAEE) must take place in all teaching environments, this work brings the inclusive reality in non-formal teaching organizations. The general objective of the study was: To analyze the impact of a proposal for continuing education regarding the process of inclusion of the PAEE student in a non-formal organization and as specific objectives: 1. To know how inclusion in a non-formal organization takes place 2 Design and develop a collaborative proposal for training on inclusion, based on current educational practices. 3. Evaluate the training proposal and its impacts. The research was carried out with a qualitative approach and was characterized as collaborative research. 19 participants from different non-formal education organizations participated, first answering a questionnaire characterizing and surveying training demands, later, in face-to-face meetings, a training program for educators was carried out. At the end of the meetings and after six months of the end of the training, evaluation instruments were applied, which aimed to know the impacts of the training in question. As a result, it was observed that the study that was developed contributed to the related areas of knowledge, encouraging greater discussions about the training of educators in non-formal teaching organizations.

Keywords Inclusion. Non-formal Teaching. Continuing Training.

RESUMO

Partindo do pressuposto de que a inclusão do aluno Público-Alvo da Educação Especial (PAEE) deva ocorrer em todos os ambientes de ensino, este trabalho aborda a realidade inclusiva nas organizações de ensino não formal. O estudo teve como objetivo geral: analisar uma proposta de formação continuada referente ao processo de inclusão do aluno PAEE em organizações não - formais. E como objetivos específicos: 1. Conhecer como acontece a inclusão em uma organização não formal; 2. Elaborar e desenvolver uma proposta colaborativa de formação sobre inclusão baseada nas práticas educativas vigentes; 3. Avaliar a proposta de formação. A pesquisa foi conduzida por meio de uma abordagem qualitativa e caracterizou-se como colaborativa. Participaram 18 educadores de 4 diferentes organizações de ensino não formal. Os participantes responderam inicialmente a um questionário de caracterização e perguntas sobre suas demandas formativas;

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posteriormente, em encontros presenciais foi desenvolvido um programa de formação dos educadores. Ao final dos encontros e após seis meses do término da formação, foi usado um conjunto de instrumentos de avaliação, a fim de conhecer os impactos decorrentes. Como resultado, observou-se que o estudo desenvolvido contribuiu com as áreas de conhecimentos afins, aprofundando as discussões sobre a formação de educadores em organizações de ensino não formal.

Palavras-chave: Inclusão. Ensino não Formal. Formação Continuada.

RESUMEN

Entendiendo que la inclusión del Estudiante Público Objetivo Especial (PAEE) debe darse en todos los ambientes docentes, este trabajo trae la realidad inclusiva en las organizaciones de enseñanza no formal. El objetivo general del estudio fue: Analizar el impacto de una propuesta de educación continua en el proceso de inclusión del estudiante PAEE en una organización no formal y como objetivos específicos: 1. Conocer cómo funciona la inclusión en una organización no formal. se lleva a cabo 2 Diseñar y desarrollar una propuesta colaborativa de formación en inclusión, basada en las prácticas educativas actuales. 3. Evaluar la propuesta de capacitación y sus impactos. La investigación se realizó con un enfoque cualitativo y se caracterizó como investigación colaborativa. Participaron 19 participantes de diferentes organizaciones de educación no formal, respondiendo primero un cuestionario caracterizando y relevando las demandas de formación, posteriormente, en reuniones presenciales, se llevó a cabo un programa de formación para educadores. Al finalizar las reuniones y luego de seis meses de finalizada la capacitación, se aplicaron instrumentos de evaluación, que tuvieron como objetivo conocer los impactos de la capacitación en cuestión. Como resultado, se observó que el estudio desarrollado contribuyó a las áreas de conocimiento relacionadas, fomentando mayores discusiones sobre la formación de educadores en organizaciones de enseñanza no formal.

Palabras clave: Inclusión. Enseñanza no Formal. Formación Continua.

1 INTRODUCTION

Initially, the importance of understanding the following is highlighted: 1st The concept of the Target Audience of Special Education and their right to inclusion in all environments, including those of Non-formal education; 2nd The importance of non-formal education environments; 3rd The relevance of the training of educators in these organizations. This theoretical path was elaborated with the purpose of justifying the importance of knowledge of inclusion in these organizations and the need for continuing education for educators who work with the Target Audience of Special Education.

The National Policy on Special Education in the Perspective of Inclusive Education (BRASIL, 2008) considers the Target Audience of Special Education (PAEE) to be students with disabilities, global developmental disorders and high abilities/giftedness.

In this sense, it is emphasized that transversal education, being transversal, needs to permeate all educational environments: formal, informal and non-formal. In relation to these terms, La Belle, 1976, states that formal education is the education present within school institutions, systematic and with a pre-defined curriculum. Informal is the permanent process by which all people acquire and accumulate knowledge, skills, attitudes, through daily skills in contact with the environment. And non-formal education is the educational activity, organized and systemic, to provide specific types of learning to certain groups of the population.

It is important to emphasize that inclusion should be based on the right that the PAEE apprentice has to attend and remain in all environments, including in non-formal education organizations, thus exercising their right to equality. It should be noted that the equality of all is provided for in the Federal Constitution (Brasil, 1988).

Non-formal education organizations seek to achieve these objectives in neglected populations, so that interactive environments and situations are collectively built, facilitating the participation of all those involved in the transmission and exchange of knowledge. In this sense, it is highlighted that the role of the educator to mediate the knowledge of the learner and his formation is extremely important to the schooling process of the students. This has been a concern of many researchers for centuries, mainly due to the fact that teacher training is closely linked to the quality of education (Pletsch, 2009)

According to Pletsch, 2009, the training of educators has been recognized as an essential factor for the quality of education in Brazil since 1827, when the concern with the education of the population took hold, due to the implementation of the first legislation aimed

at primary education in the period of the Empire. Thus, it is perceived that teacher training is not a recent subject; However, there are still a number of challenges to be overcome.

The educator's training is intrinsically linked to educational objectives, since one of the elements that will direct the way the teacher will act in the classroom. In other words, quality training directly influences the effectiveness of an educational intervention appropriate to the needs of students (Pletsch, 2009).

The authors Vitalino and Manzini, 2010 point to the training of the educator as a critical element to improve the quality of teaching in schools. They also emphasize that better training can benefit pedagogical practices that deal with diversity.

Thus, this work has as its thesis that the inclusion of children and adolescents with PAEE in non-formal education organizations faces some barriers and difficulties, due to the lack of specialized knowledge about inclusion on the part of their educators.

Thus, the research question was formulated as follows: Is it possible to reduce barriers and difficulties faced in the process of inclusion of the PAEE student, based on the development of a collaborative proposal for continuing education in a non-formal education organization?

The research seems legitimate in view of the lack of further information about the training of non-formal education educators with regard to inclusion, as well as the need to know what the structures of non-formal education are like with regard to the inclusion of the PAEE.

The relevance of this study is based on the importance of knowing the work of the educator in the non-formal teaching environment and offering continuing education in this area, to guarantee and enable equal opportunities for access and permanence of the PAEE apprentice in the non-formal teaching space.

Thus, this work has as its general objective to analyze a collaborative proposal of continuing education tangent to the process of inclusion of the PAEE student in five Non-formal education organizations and as specific objectives: 1. To know how inclusion occurs in a Non-formal organization 2. To elaborate and develop a collaborative proposal for training on inclusion, based on current educational practices. 3. Evaluate the training proposal.

2 METHODOLOGICAL PATHS TAKEN IN THE RESEARCH

This work has a qualitative - collaborative approach. Collaborative research proposes the joint work of its participants, being focused on investigations about the school reality, in

which the researcher and the educators work together in the implementation of changes and in the analysis of problems, sharing the responsibility in decision-making and in the performance of research tasks (Ibiapina, 2008).

Ibiapina (2008) considers three fundamental elements for carrying out this type of research, namely: the co-production of knowledge, training and professional development, and the change of educational practices. It is important to highlight that among the functions of the participants in the collaboration process, researchers and educators do not necessarily perform the same activities, but each one provides contributions to the project in the specificity of their part (Ibiapina, 2008).

Regarding the ethical procedures, the present research was sent to the Ethics Committee of the Universidade Paulista Júlio de Mesquita Filho, and its performance was approved: CAAE 21100819.7.0000.5400. The research participants received the Informed Consent Form, along with an explanation of the research objectives, risks, benefits, and data collection procedure. The educators signed the free and informed consent form with acceptance of participation in the research.

This study had as participants 18 social educators (workshop teachers, and not necessarily trained in pedagogy) from 4 different non-formal education organizations (organizations that serve children and adolescents in after-school hours offering workshops), in a city in the interior of the state of São Paulo

For data collection with the educators, the following instruments were applied, all documents were evaluated by peers in GEPEEI - Study and Research Group in Special and Inclusive Education.

- a) Initial Questionnaire: consists of an initial open questionnaire script, with the aim of gathering information about the participants, as well as assessing the educators' previous knowledge about inclusion and their expectations about the training program.
- b) Final Questionnaire: consisted of a questionnaire applied to the participating educators at the end of the training, in order to evaluate the intervention proposal.
- c) Questionnaire script for application after 6 months of collection: consists of a questionnaire script applied to the participating educators six months after the end of the research, with the aim of evaluating the intervention proposal after one semester of practice. It should be noted that the meetings were recorded and transcribed and that all meetings respected safety and health standards.

It is important to highlight the context of the collection of this work: This project was

approved by the ethics committee at the end of the second semester of 2019, after approval the researcher presented the project to one of the participating organizations and delivered the ICF (March 5, 2020), however the delivery of the other terms to the other organizations and the meetings could not be held due to the pandemic and the beginning of social isolation (March 16 2020).

It should be noted that in March 2020, the World Health Organization (WHO) declared the emergence of a new disease caused by a coronavirus-type virus – Covid-19. It was considered a public health emergency of international concern, which spread around the world. In March 2020, the WHO assessed that Covid-19 was characterized as a pandemic.

As a result, the most appropriate path was to follow the guidelines of health professionals, complying with social distancing, the use of masks and hygiene, to mitigate the increase in the number of cases of the disease and not overload the public health system. In this sense, for data collection, partial control of the pandemic and the return of face-to-face activities were expected.

In 2021, with the return of face-to-face activities, the researcher, seeking a better organization and dynamization of the collection, scheduled a meeting with the coordinators of the four participating organizations to present the project and collect information from the areas of interest.

The stages of the collection, thinking about the objectives of the collaborative research, the training sessions were divided into moments of awareness of the collaborators (meeting with the coordinators), the diagnosis of training needs (initial meeting with the social educators) and the reflective cycles of training (training meetings).

The course had a total workload of 20 hours (20 hours in person, divided into 4 training meetings). At the end of the course, participants received a declaration of participation. Vacancies were made available for all educators in the organization. The meetings took place during the last week of January 2021. In the last meeting, a final questionnaire was delivered that addressed the participant's personal view of the contribution of the course to their training and also an evaluation of the course.

Six months after the end of the research with the educators, an evaluation instrument was applied, which aimed to know the main positive and negative aspects of the training course in question and possible changes in inclusive practices after the training. To avoid any influence from the researcher, this last evaluation was sent via Google Form.

As it is a qualitative-collaborative research, the analyses were presented in a

descriptive way, considering the guidelines of Ibiapina (2008), we organized the procedures and analysis by phase:

- 1) Identification of the characteristics of the context: in this phase a detailed table of the characteristics of the organizations and participants will be presented.
- 2nd) development of the intervention process: understanding the training as a collaborative result, the phase seeks to analyze the answers of the initial questionnaire (which brought information for the elaboration of the training), initial questions of the educators, and finally description of each training meeting and analysis of the training
- 3) evaluation of the intervention process: in this phase, we sought to analyze the results of the final questionnaire and the longitudinal questionnaire (after 6 months of collection).

3 RESULTS AND DISCUSSIONS: ENABLING AND ENABLING EQUAL OPPORTUNITIES FOR ACCESS AND PERMANENCE OF THE PAEE APPRENTICE IN THE NON-FORMAL TEACHING SPACE

In the case of Non-Formal Education in Brazil, it is possible to see that its trajectory originated as a result of changes in the economy, society and the world of work. In this sense, non-formal education organizations, in order to set up their workshop schedule, follow criteria of solidarity and identification of common interests of the target population, part of the process of building the citizenship of this public (Santos, 2006).

Table 1 follows, in which we observe the vulnerable population targeted by the project, the number of students, the workshops offered and the number of PAEE students.

Table 1

Characterization of the participating organizations

Organização	Público em vulnerabilidade social atendido.	Quantidade total de educandos	Oficinas ofertadas	Quantidade educandos PAEI
n1	Atende adolescentes (sexo masculino entre 12 e 16 anos)	40	Reforço escolar Informática Educação para valores Esportes	6 (entre eles com e DI)
n2	Atende crianças (sexo masculino entre 06 e 16 anos).	30	Reforço escolar Esportes Teatro Educação para valores	5 (entre eles com e DI)
n3	Atende crianças e adolescentes (sexo masculino entre 06 e 17 anos).	70	Brincadeira dirigida Esportes Teatro Educação para valores Reforço escolar	4 (entre eles com e DI)
n4	Atende crianças e adolescentes (sexo feminino entre 06 e 17 anos).	70	Esportes Teatro Dança Educação para valores Reforço escolar	8 (entre eles TEA, DI e DF)

Source: Elaborated by the researcher.

The expressive, but not proportional, number of enrollments of PAEE students in non-formal organizations stands out: N1 - 15%; N2- 17%; N3: 6% and N4 11% of total enrollments.

In this sense, we observe that the 4 organizations seek to contribute to the access of these vulnerable children and adolescents to cultural and sports activities, school reinforcement and spaces to play.

However, we observed that the 4 organizations present the workshop "education for values", the present workshop with different names is present in several organizations throughout the country, in this sense Santos, 2006, says that at the same time that characteristics such as altruism, compassion, sensitivity, began to be part of the ideology of Non-Governmental Organizations, it is necessary to analyze how the projects of Non-Formal Education have been constituted.

It is questioned whether they are spaces for the emancipation of the people served or for social adaptation, complementing the problematic Machado, 2018, highlights that some workshops present in non-formal education, even today, have their origins in the charitable action of Christianity and in its implicit "evangelization" for the standardization of social conduct.

Regarding the characteristics of the participants, after the relative observations about

the organizations of the study, we will begin to look at the social educators, these participants of the research, accounting for 18.

It is noteworthy that social educators are teachers of the workshops, recent studies reveal that the work of the educator requires the construction of professional identity, based on processes that contemplate several interconnected elements such as: "the knowledge of experience, the knowledge of knowledge and the pedagogical knowledge", all historically contextualized (Pimenta, 2002).

In this sense, it is important to highlight the data in the table above, in order to better understand the people involved in the study.

Observing the picture, we realize that half of the educators are residents of the same region as the organization that works, according to Santos, 2006, this characteristic is common, it is good since educators are people who experience in many aspects the social reality of children and adolescents.

We must also take into account that the social environment where one lives is always covered with cultural meanings. But these meanings are only apprehended with participation and participating is not just being present at something, attending, being a number. Participating is an active, interactive process that is built. (Gohn, 2014).

Another characteristic is that the workshops and themes in the organization of non-formal teaching are usually not random, the choice of themes must meet the needs of the group mostly known in the dialogues. In this sense, it is necessary to have sensitivity to understand and capture the local culture, the other, the different, the region as essential (Gohn, 2017). Therefore, this educator being an active subject in his community is a very valuable characteristic.

It is also observed that the motivation of some participants is linked to the belief in "divine choice", "gift", "mission", among others. In this sense, Caliman, 2010, says that the profession of social educator should not be based on charitable desire, nor even on the gift or feeling of mercy towards people, but on organic formation that struggles to transform the oppressive conditions of these people.

The initial evaluation showed that the educators, for the most part, did not know the term PAEE, in this sense it is emphasized that using or not using technical terms correctly is not a mere semantic or unimportant issue, if we wish to speak or write constructively, from an inclusive perspective, about any subject of a human nature. And the correct terminology is especially important when we address issues traditionally full of prejudice, stigma and

stereotypes, as is the case of the disabilities that several million people have in Brazil.

Table 2

Characterization of the participants

No.	Age	Training	Workshop he conducts	How you found out about the organization	Why did you seek to work in a non-formal teaching organization?
P1	31	Pedagogy	Coordination/ School reinforcement	I live in the neighborhood	To make a difference
P2	44	Social services	School coordination / reinforcement	I was invited to participate in the project by a colleague	To help grow
P3	62	Social services	Education for Values	I live in the neighborhood	After retirement I accepted the invitation to start over
P4	57	Pedagogy	School reinforcement	I live in the neighborhood	I have always worked as a volunteer, I like it a lot
P5	32	Middle school	Dance	I was invited to teach a special class and I stayed.	I would like to pass on what I learned
P6	55	Elementary I	Education for Values	I worked at the home of the Founder of the Organization, I was a cleaner.	I was invited, I identified myself and fell in love with the work
P7	38	Middle school	Sport	I live in the neighborhood	Professional profile, I chose because of the social project.
P8	30	Physical education	Sport	I met through a fundraising campaign in the city	It generates meaning in my professional life
P9	32	Middle school	Theatre	I live in the neighborhood	Because I like to work with art education
P10	30	Pedagogy	Sport	A friend studied here	This whole environment captivates me
P11	27	Psychology	Education for Values	A colleague recommended me to meet and work here	Because of the interest in being able to work on important issues that are not addressed in formal environments.
P12	24	Middle school	Computer science	I live in the neighborhood and studied here	I find this environment very pleasant
P13	30	Pedagogy	Directed play	I live in the neighborhood	I consider myself chosen
P14	30	Physical education	Sport	I don't remember	I chose it because I believe in the social value of the third sector
P15	28	Right	Coordination/ School reinforcement	I met the founder of the organization and he invited me to work here	Because I like assistance to children with vulnerability
P16	49	Elementary School II	Education for Values	I live in the neighborhood	I knew it because the third sector helped my son
P17	55	Right	Coordination/ School reinforcement	I met the founder of the organization and he invited me to work here	I was enchanted by the seriousness of the work

P18	54	Pedagogy	Education for Values	I live in the neighborhood	The work enchants me
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Source: Elaborated by the researcher.

We consider the term PAEE to be the result of struggles and social movements, therefore, the terms are considered correct due to certain values and concepts in force in each society and in each era. Some participants answered:

P3 "They are children at risk"

P5 "Physical, cognitive and behavioral disability"

P9 "Preparatory education for special children"

P11 "I know that there are some special and specific needs of each group. People with physical or intellectual disabilities or some learning and behavioral disorders"

Thus, they become incorrect when these values and concepts are replaced by others, which requires the use of other words. These other words may already exist in the spoken and written language, but in this case they have new meanings. Or they are built specifically to designate new concepts. The biggest problem arising from the use of incorrect terms lies in the fact that obsolete concepts, misconceptions, and inaccurate information are inadvertently reinforced and perpetuated.

Another pertinent question of analysis was, precisely, the question that generates the research: Training. We found in the answers classic examples that agree with the works of Zanni 2005, Trajber 2010, Freitas 2011, Souza 2016, Soares and Araújo 2010, Nascimento, Rosa, Burnargui and Gagliardo 2018, Sousa and Palafox 2017, which discuss the importance of continuing education, and formative interventions for formal education teachers and social educators in the third sector on new educational demands. Some participants pondered:

P2 I hear about the importance of living with people without disabilities, but I know very little.

P6 I heard some things, nothing I understood much.

P11 I know very little. I know that there are some special and specific needs of each group.

P5 I don't know anything about that.

P7 I never had any training on the subject. I don't know.

P8 I never had training about people with physical and mental difficulties.

P9 I've never seen anything about it, I'd really like to.

Still in relation to the answers, we realized that training on the PAEE is still scarce, we soon realized that despite the legislative advance, the right to inclusion, knowledge on the

subject, unknown to many (Denari, 2008).

One of the educators brought an answer that shows that the social model of disability, even though it is materially unknown, already has a sociocultural meaning in its practice:

P16 I have no training, but I know that we cannot discriminate against children who have some physical, motor or cognitive problem, they have to have the same opportunities and have equal rights.

In this sense, it is important to bring the words of Rodrigues, 2006 when he says that Brazilian legislation aims at education for all, but it is still necessary to break cultural barriers of discrimination, educational environments must break attitudinal barriers, which sometimes occur involuntarily and irrationally, limiting learning.

Understanding the importance of the role of the social educator as an active agent of the students' learning, it was asked if they agree with the inclusive process in the organization where they work and the existing barriers. The following are some excerpts from the participants' speeches:

P4 Yes, but with conditions.

P5 Yes, but there would have to be more specific training.

P8 Yes! The challenge is to have strategies to know how to deal with it. That way it would not be a problem, but a solution. But it needs training.

P12 Yes, if there is training.

P13 The reality of the third sector is one of difficulty in training financial resources for training, structure reform and hiring of professionals with specific training.

P16 I'm not sure, I don't think so

P17 There is a lack of structure.

Q5: Yes because everyone is worthy of assistance

P 9: I'm not sure, I don't think so.

When asked about barriers to effective inclusion, educators highlighted the lack of training, we realized that despite the advances of the legislatures on the inclusive process, many educational institutions/organizations have not yet implemented actions that favor the training of their educators to work with inclusion. In this sense, it is important that they understand the socio-historical context of exclusion and that of the inclusion proposal. (Denari, 2008)

From the survey of interest, there was a thematic predominance in subjects clearly within the conception called "medical model", since some participants talk about cure and treatment, which makes us reflect on the development of Special Education, the services

provided to people with disabilities, aimed at teaching basic skills, and, as training is necessary, for the service offered to cross ableist barriers.

Therefore, one of the objectives of the intervention process became to offer educators assumptions that communicate with the social or educational model, according to Glat, 2007, who consider that the student's learning possibility is not exclusively linked to his biological condition, since his life experiences, stimuli, and socialization opportunities are equally important for his development and learning process.

It is evident that the suggestions for themes are in line with the difficulties experienced, since knowledge about teaching procedures and special methodologies and resources, the characteristics of the students in the organization, and the educational implications of the process of inclusion of these students were prioritized. Another issue raised was the issue of "limit" and punishment for inappropriate student behavior. In this sense, the researcher considered it pertinent to bring the theory of positive education because it is non-violent, focuses on solutions, seeks to be respectful and in accordance with the principles of human development. (Nelsen, 2015)

In addition, these themes are in line with the dimensions of the necessary knowledge indicated by researchers in the area for the process of training educators, aimed at the inclusion of PAEE students, as described (Rodrigues, 2006). Some doubts emerged to also be worked on in the training:

Q1 "How do I know if it's difficulty or laziness?"

Q2 "Are there any evaluation tools?"

Q3 "Do you have the right strategies to deal with?"

It should be noted that the contents that emerged in collaboration with the participants were those that were placed by the participants as necessary and important for learning. The construction of the course in a collaborative way was constituted from a process in which the participants put their experiences and knowledge, previously acquired or built, and interacted to create knowledge shared with all those involved.

In the formative meetings, the themes were divided into four meetings, each meeting took place in one of the organizations. Regarding time, each meeting lasted 5 hours, all of them were divided into four moments: 1st presentation of the theme by the researcher, 2nd exhibition of a video, 3rd coffee and 4th conversation circle.

The meetings had the following themes:

- The first training meeting was marked by introductory themes, related to the history of the exclusion of people with disabilities / history of the extinction of people in vulnerability – role of formal and non-formal education organizations, explaining the importance of non-formal education and its transformative role.
- The second meeting was dedicated to delving into inclusive, conceptual and social conception issues, aimed to bring the social approach to disability and the importance of inclusion EVERYWHERE.
- In the third meeting, in the first hour, the researcher dedicated herself to explaining the importance of getting to know each student, knowing their potentialities, tastes and difficulties, seeking to comment on everyday human differences and the importance of evaluation.
- In the fourth meeting, the researcher proposed a study on the concept of Universal Design (UD) that comes from architecture and was designed to provide accessible environments for the entire population (Nelson, 2014). Although this concept was initially developed to ensure accessibility for people in the most diverse conditions in physical structures, these principles have been applied to other areas of knowledge.

Regarding the meetings, after the explanation, the researcher showed the documentary "History of the Political Movement of People with Disabilities in Brazil", which reports a little of the historical struggle for social rights.

In this sense, the statements of some participants in conversation circles stand out:

P4 It is true that there was always a deficiency, my uncle himself was locked up
 P6 I had never seen anyone with disabilities, then it started to be shown in soap operas and they started to leave the house
 P7 the impression it gives is that it started to have only now, but they were hidden.

Observing the comments, it is emphasized how important it is to reflect on how the recognition of citizenship occurs when referring to people with disabilities, current social policies seek inclusion and guarantee the social participation of people with disabilities, so that, from the moment these people are able to have access to social rights, there is a guarantee of recognition of citizenship status. This recognition occurred late, but, as late as it was, it is undeniable that access to rights strengthened this movement to continue claiming space in society on an equal footing (Cabral Filho and Ferreira, 2013).

It is necessary to highlight that we live in a contradiction, because the same society that includes for equality, excludes for differences. In other words, the range of social exclusion is as wide as the mechanisms for imposing standards of normality to which humanity has been historically subjected, which advocate aesthetic models, intelligence, language, economic and cultural conditions, with which we must conform, at the risk of swelling the ranks of the socially excluded (Matiskei, 2004, p. 187).

In a historical-critical conception, according to Saviani, 2001, the role of the educator in this process of inclusion is fundamental, since he is the mediator of the teaching/learning process. In the words of (Carvalho 2004, p. 77):

The letter of the laws, the theoretical texts and the discourses we deliver ensure rights, but what guarantees them are the effective actions, to the extent that the legal provisions and all the deliberations contained in the texts of public policies are concretized. To this end, more than predicting, it is necessary to provide resources of all kinds, allowing human rights to be respected, in fact.

The researcher, by bringing up this historical theme, sought to make educators aware of their transformative historical role, not to exclude but to mediate inclusion based on the knowledge that we ALL have the rights of citizenship and belonging in different organizations of access to formal and non-formal education.

Regarding the social approach to the theme, seeking to answer the following questions asked by the group:

- Q4 - How do you do the Integration of the student?
- Q8 - How to forward it to the report?
- Q9 - How to read the report?
- Q11- How to deal with the student with a report?
- Q15 - Is there a "cure" type with the treatment of the report, right?

First, the researcher showed an image and asked the educators to answer what they saw, as the image can be seen in two ways, the researcher explained "that just as we can observe this reality in two ways, when we have any PAEE student we can observe the 'report' as a sentence or as the departure of the path".

After this moment, the researcher showed a slide with the speech of a journalist Mariana Rosa about the terminology "lida" and the etymology of this word, seeking the reflection of educators on how words are linked to ableist conceptualizations. After the explanation on the theme, the researcher showed the short film: CUERDAS, which reports a

little about the different forms of "looking" for PAEE people. Here are some of the participants' speeches that took place in a conversation circle:

Q4: That's true, I talk about dealing with it all the time.

P6: It's very difficult not to see the disability, I end up saying "look if he who has difficulty can do it, you can do it too"

P15: True, I've always associated treatment with curing the disability, you know?

P18: Sometimes we are prejudiced and don't even realize it.

On the subject worked at the meeting, it is highlighted that the social model of disability comes from the social movement of people with disabilities in England, this conception of disability aims to foster the emancipation of people with disabilities so that they critically perceive the place they occupy in society (França, 2013). With its emancipatory message, the social model is a practical tool to confront the individualized and medianized experiences of disability, the social model has fostered the construction of a collective identity and a new sense of self-esteem among people with disabilities (Pinto, 2015).

In this sense, the social model of disability was decisive in the transformation of approaches to disability, moving from a conception based on welfare to a conception based on the affirmation of the rights of people with disabilities. Indeed, from the recognition that society is responsible for the creation of disability stems the notion that the people whom society constructs as disabled should ultimately be treated as equals and should have their needs met as a matter of rights, not charity (Pinto, 2015).

The researcher considered it extremely important to address this subject in a meeting, because it is from this view that the other formative meetings took place, in the view that is based on the assumption that we build social, architectural and attitudinal barriers, these barriers build exclusion.

Regarding the importance of knowing the learner and of evaluation, not as a sentence but as the beginning of the path of creating strategies, Saviani (2001) warns us that when working with the popular classes there is an inequality at the starting point, but equality at the point of arrival must be guaranteed by the educator's mediation. The author emphasizes that it is only possible to consider the educational process as a whole, under the condition of distinguishing democracy as a possibility at the starting point and democracy as a reality at the point of arrival.

In relation to the theme Universal Design of learning, it is highlighted that this is understood as a set of principles, strategies and actions that aim to make teaching accessible

and functional to all people. This concept is based on three principles: 1. provide multiple means of engagement; 2. Provide multiple means of representation; 3. Provide multiple means of action and expression (Meyer, Rose, Gordon, 2014).

In the second moment of the fourth meeting, the researcher opened the conversation circle by asking the participants to be free to ask about any subject related to the PAEE. Some issues related to sexuality and behavior emerged:

- P6 Do people with intellectual disabilities have a more pronounced sexuality?
- Q2: Do people with Down syndrome date?
- Q5: Can people with disabilities have children?
- P18 Why are people with disabilities more childish?
- P3 Are people with disabilities more violent?

The researcher, in her answers, sought to invite educators to a reflective process on "what is the emergence of sexuality?", "do we all emerge?", bringing questions about the denied sexuality of people with disabilities and the importance of sex education for ALL. "How do we talk to adults with intellectual disabilities?", "do we seek to understand what people are feeling? Do we teach them about working with emotions?", at all times the researcher sought to bring the attitudinal barriers that often generate behavioral consequences, barriers historically created in an ableist way.

It should be noted that there are several myths based on widespread conceptions that all behaviors and attitudes of people with intellectual disabilities, including sexuality, are considered potentially abnormal (Glat, 1992). Therefore, from this perspective, their sexuality is seen as problematic or pathological by nature (Maia; Camossa, 2003). An example of this is the conception that individuals with intellectual disabilities are not able to control their sexual impulses and need to be medicated.

For the authors, it is still common to believe that people with ID are asexual, when they are not seen in an infantilized way, as "eternal and angelic children", or, on the contrary, many believe that these individuals are hypersexual, with manifestations of aberrations and an aggressive and animalistic sexuality (Maia; Camossa, 2003; Freitas, 2011). Such conceptions come from the absence of the construction of the sexual role of individuals with intellectual disabilities throughout their development, which occurs due to the deprivation of social life, the lack and misrepresentation of the information received, as well as the social non-acceptance of their sexual desires, needs and capacities (Maia; Camossa, 2003).

During the training, educators were invited to reflect on how we are influenced by

ableist and stereotyped views of people with disabilities.

At the end of the fourth meeting, the researcher told the story "The snake and the frog", the story tells how differences can be something good or bad, depending on the other's look. From the story, the researcher brought reflections: "Why did you bring this story in the training?" "What is the relationship between history and inclusion?" "What is the relationship of the characters with the students served in the organization?". From the answers listed, the researcher began to recall the themes worked on throughout the training:

P1: I saw it as if it were someone else to deal with the child, in many moments, now I see that it is more the look.

Q3: We all learn from everyone.

Q2: Everyone is different.

Q5: Everyone learns more in a different way.

P9: Sometimes our students are discriminated against like the frog in the story.

P15: Sometimes, unintentionally, we discriminate and don't believe it.

During training, at times we find it difficult to lead educators to abandon their passive posture and become more active in the process, capable of perceiving that the complexity of the problems that are faced with inclusion today does not find solutions that have been previously tailored and routinely applied. On the contrary, it requires an ability to read events empathetically and interpret them as a means of finding the most appropriate strategic solution for them (Alarcão, 2001, p. 24).

But, as the meetings progressed, the conflicts were mitigated, and collaboration began to emerge, allowing "intentional mutuality and reciprocity and a common goal of making thought and action explicit, in order to understand problems of practice and develop it by making explicit the unity of theory and practice" (Albuquerque & Ibiapina, 2016, p. 83). It is important to understand the movement of reflection of the participants before the meetings. It is noteworthy that the intervention process was based on the premise that it is through reflection on practice based on theoretical knowledge that the training process takes place (Rodrigues, 2006).

Another instrument (questionnaire), applied 6 months after the last face-to-face meeting, was answered online, due to the new aggravation of the pandemic and guidance for new social isolation. Regarding the answers to the essay questions of the first evaluation instrument, it is highlighted that collaborative training research needs to be based on co-responsibility, sharing, trust, openness and security, in order to make the necessary changes,

adjustments and developments in educational practice (Ibiapina, 2008).

In this sense, it is important to bring the answers of the educators about the training, when asked in the questionnaire if they considered the training relevant for the improvement of their practice:

P1 Yes, a lot! Now we can work more clearly

P2 Yes, it helped a lot in matters of how to improve the activities and how to have contact with the PAEE, ways of acting, speaking and expressing oneself

P3 He contributed a lot. Inclusion is a challenge that comes to us and it is necessary to be prepared, more capable of including children

P14 Yes, totally. We in the third sector do not have support, nor access to continuing education to train new and old educators (due to lack of resources), this training was very rich.

P15 Yes, it contributed, however, given the great need for constant improvement aimed at qualifying the service provided by the entity, I feel that more moments like this are necessary

P16 Yes, because we learn to be better with children

P17 Yes, because it increased my knowledge and sharpened my curiosity to learn more about the inclusion area

P12 Yes... Very much! The course will enhance me at all times of my life, in all environments, at school, at home, etc.

P13 Yes, We educators need to always be training ourselves because we are experiencing many changes in the day.

The continuing education of educators is justified by the need for continuous professional development, critical reflections on the pedagogical practice itself and to overcome the distance between the contributions of educational research and its use for the transformation of teaching practice. In the same sense, the statements about the contribution of training stand out:

P18 It contributed a lot because we don't have training often, this was the first training we had on inclusion

Participants Suggestions and comments:

P3 I am very grateful for this opportunity to acquire more knowledge. I suggest more videos

P7 It would be interesting if other research was carried out in CSOs and had more training coming from the University.

P8 The course was very important, new knowledge of evaluation, learning, diverse content to better serve the PAEE in our work environment

P11 The course was good, I could have had more hours

P13 It was a new experience for the knowledge to prepare us and strengthen our profession, which I love.

García (2005) understands professional development as the set of processes and strategies that facilitate educators' reflection on their own practice and contribute to the generation of practical, strategic knowledge, and enable them to learn from their experience.

P14 Thank you, for your willingness and affection throughout the training. I realize that my practice and that of some colleagues had some characteristics that segregated, this moment of discovery and self-evaluation was good.

P15 The meeting provided reflection and learning about our educational conducts in relation to all children and adolescents, not just the PAEE.

P17 I would like more courses and lectures with you, I found it a simple, didactic speech that reached all levels.

P18 We hope to put the knowledge into practice. The positive points were: Integration of the 4 organizations conversation circle, I found the course excellent with easy language and practical examples. Negative point: I would prefer it not to be on consecutive days.

It is noteworthy that one of the interesting aspects was the use of an "easy language", but with a scientific character and the use of practical examples, it valued its contextual, organizational and change-oriented character. (García, 2005). It is noteworthy that (Nóvoa, 1992) also reinforces that teacher training is not constructed by accumulating courses, knowledge or techniques, but rather through a work of critical reflexivity on practices and permanent (re)construction of a professional identity.

It is important to bring that for some participants, the workload of the course and the meetings could be different from what was executed. It is believed that a course with a longer workload and more face-to-face meetings could be more beneficial for participants. However, due to organizational factors of the organization itself, it was not possible to carry out a training course with a longer workload. In view of the structure of the face-to-face meetings, it is clear that the content presented during the course was satisfactory and important for all participants.

Regarding personal participation as a student, it is noted that all educators pointed out that the contribution of the course to their teacher training was satisfactory and important. The exchange of experiences in a collaborative training course is essential so that participants can really establish a relationship of partnership and collaboration. For Helvig (2015), collaborative education is based on the joint construction of learning, in which each teacher is not only a transmitter of knowledge, but a subject able to learn and teach. The order of the activities and the clarity of the content in each class were considered satisfactory and important by most educators, as well as the discussion of the themes in each class.

The evaluation of the training course, in general, can be considered positive, since, on a scale of one to five, the lowest average was 4.8.

In relation to the last questionnaire applied, we noticed that most participants considered the training relevant and consider that their practice changed during the course of their work during the year.

It should be noted that in the essay question (if there was a change in teaching practice, and to share), we had some shorter answers, perhaps due to the questionnaire being online.

Q1: I had a more reflective practice.

P2: I try to evaluate more the things that the students already know how to do.

P3: I still have difficulty, but I had more clarity.

Q4: I haven't been able to put it into practice yet, due to several factors that have not yet been possible. But it sure made sure I have a clearer vision of how to work.

P 5: What I learned from the course has been helping a lot and the girls are being better understood.

P 17: In practice it is much easier to look at theory.

P18: My look and the way of teaching have contributed a lot to some girls.

It is observed with the reports that this type of collaborative reflective training is an important strategy for the training process of those involved, as it provides the acquisition of knowledge and joint reflection between educators and researcher/trainer, with no hierarchy, in which all subjects have a voice to contribute to the discussions.

4 CONCLUSION: WHAT WE FOUND AND WHAT STEPS WE CAN TAKE

The reported research started from the Thesis that the inclusion of children and adolescents with PAEE in non-formal education organizations faces some barriers and difficulties, due to the lack of specialized knowledge about inclusion on the part of their educators. From this, the research began by trying to know how inclusion occurs in a non-formal organization.

The results of the study showed that, according to the educators' reports, there are barriers in the inclusive process, the biggest being the lack of training on the subject. In this sense, it is noteworthy that the lack of training on "how to include" is pointed out in several studies related to teachers in the regular formal education network (Franco, 2001; Beyer, 2006; Pletsch, 2009; Bissoto, 2013; Bisol, 2017; Duarte, 2017; Merech, 2017), which makes us reflect that continuing education with an inclusive perspective is necessary in all

educational environments. Therefore, the importance of training is observed, not only as something conceptual, but that involves reflection of the educator in the face of the whole process and its importance in it.

One of the data found was the view of some participants about "educating", linking the profession to the belief in "divine choice", "gift", "mission", "act of love", among others. In this sense, we realize that even the professions related to education, in formal and non-formal education, still support the charitable vision, especially when we talk about vulnerable populations or children and adolescents PAEE.

From this reality, the study presented a proposal for continuing education in the collaborative perspective, in this context there was an opening of the researcher for educators to give suggestions of topics of interest, it was perceived the suggestions linked to the medical view of disability: report, treatment, "cure". It is noteworthy that research on collaborative training, in regular formal schools, cited in the work, also brings the statements of teachers who show how the model of medical approach is still widespread in schools, despite all the progress of legislation. Therefore, it is necessary to have training which considers that the student's learning possibility is not exclusively linked to his biological condition, since his life experiences, stimuli, and socialization opportunities are equally important for his development and learning process.

Another issue raised was the issue of "limit" and punishment for inappropriate student behavior. In this regard, it is observed that the learning models present in traditional education are still present, as well as in regular formal education schools, as well as in non-formal education organizations. It is then important to highlight the importance, even if it seems to be a subject that has already been much discussed, of working on the student's protagonism in an approach of mutual respect in learning situations in continuing education.

Throughout the training process, educators participated in conversation circles and brought stories of good practices for reflective actions, so the importance of the approach used for data collection and training is highlighted, since it was possible to get to know the participants and their demands, in addition to allowing training with the transmission of knowledge and joint production of knowledge.

In response to the question of the study: Is it possible to reduce barriers and difficulties faced in the process of inclusion of PAEE students, based on the development of a collaborative proposal for continuing education in a non-formal education organization?

The results of the study showed that the evaluation of satisfaction of the training

course, in general, can be considered positive, because, on a scale of one to five, the lowest average was four point eight.

In relation to the last questionnaire applied, we noticed that most participants considered the training relevant and consider that their practice changed during the course of their work during the year.

It is observed with the reports that this type of reflective collaborative training is an important strategy for the training process of those involved, it was observed that the present training brought within the collaborative proposal, the "movement of reflective practice" as well as the need to train for the construction and production of knowledge. Thus generating good results. In this sense, it was perceived that the present one made it possible to reflect on their practical reality, and helped educators to rethink their attitudes and redefine their practice.

In addition, the results clearly show that the training process must be linked to the needs that educators experience in their daily lives. We found that most participants positively evaluated the intervention process developed, in general, we considered the benefits of the methodological proposal of collaborative research, which, through studies, reflective practices and collaborative participation in the context of teaching, favored a training process in which the participants were active and reflected collaboratively and collectively on the issues that affected them.

It is noteworthy that the results presented allow us to glimpse that this research favored the perception of inclusion and educational practice in organizations, and to realize that many barriers found in formal education are also present in non-formal education.

Above all, the results obtained reinforce a point much debated by several researchers: that the educator is the key element for the construction of inclusive spaces of knowledge and that he must be prepared for this. Therefore, future research needs to pay attention to offering continuing education in order to meet the real demands of teaching professionals. Thus, the importance of a collaborative formative construction is emphasized.

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