SCHOOL TRAJECTORY OF STUDENTS WITH DISABILITIES IN THE YOUTH AND ADULT EDUCATION, HIGH SCHOOL LEVEL¹

PERCURSO ESCOLAR DE ESTUDANTES COM DEFICIÊNCIA NA EDUCAÇÃO DE JOVENS E ADULTOS, NÍVEL ENSINO MÉDIO²

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ABSTRACT: This study aimed to identify the school trajectory of students with disabilities enrolled in Youth and Adult Education (called EJA) at High School level. It is a descriptive research with a qualitative approach, which counted on the participation of 10 students from different schools, from the state network in the hinterland of the state of São Paulo, Brazil. Among the results, we can observe the moving from one school to another throughout the schooling process, difficulties reported during the course of the inclusive process, desire to continue with the studies. The school is also seen as a possibility of development for the labor market. We concluded, when analyzing the school trajectories, that EJA is seen as an opportunity for social insertion, either through future professional education or entry into the labor market. However, present challenges were observed for the effectiveness of inclusion in the context of EJA, mainly related to physical and curricular accessibility.

KEYWORDS: Special Education. Youth and Adult Education. High School.

RESUMO: o presente estudo teve como objetivo identificar a trajetória escolar de estudantes com deficiência matriculados na Educação de Jovens e Adultos (EJA), nível Ensino Médio. Trata-se de uma pesquisa descritiva de abordagem qualitativa, que contou com a participação de 10 estudantes de diferentes escolas, da rede estadual no interior do estado de São Paulo. Entre os resultados observa-se a passagem por várias escolas ao longo do processo de escolarização, dificuldades relatadas no decorrer do processo inclusivo, desejo de prosseguir com os estudos. A escola também é vista como uma possibilidade de capacitação para o mercado de trabalho. Conclui-se, ao analisar as trajetórias escolares, que a EJA é vista como a oportunidade de inserção social, seja por meio da formação profissional futura, seja pelo ingresso no mercado de trabalho. No entanto, foram observados desafios presentes para a efetivação da inclusão no contexto da EJA, principalmente relacionada à acessibilidade física e curricular.

PALAVRAS-CHAVE: Educação Especial. Educação de Jovens e Adultos. Ensino Médio.

1 INTRODUCTION

This paper addresses aspects of the school trajectory of students with disabilities enrolled in the Education for Young People and Adults (called EJA) at High School level in regular schools in the hinterland of the state of São Paulo.

According to Haddad and Di Pierro (2000), the challenge of expanding service in EJA no longer lies only in the population that has never attended school, but it extends to the one that attended the school banks and yet has not fully participated in the economic, political and cultural life of the country, nor continued to learn throughout life.

¹ This research counted on the National Council for Scientific and Technological Development (CNPq) support.

² <http://dx.doi.org/10.1590/S1413-65382418000100003>

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The data published by the National Institute of Pedagogical Studies Anísio Teixeira (called Inep) indicate that enrollments of students with disabilities in EJA in regular schools at High School level have increased in recent years (Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira, 2012, 2013a, 2014, 2015, 2016), according to Table 1.

Year	EJA Elementary School Level	EJA High School Level
2012	43.765	5.834
2013	44.082	6.365
2014	43.572	7.160
2015	46.007	8.150
2016	44.301	8.830

Table 1. Number of enrollments of students with disabilities in EJA, in regular schools
Source: Elaborated by the authors.

There is a gradual increase in the number of enrollments in EJA, with the number of enrollments in EJA at High School level much lower than that of the Elementary School. In this sense, the discontinuity of policies and educational programs focused on this teaching modality may be one of the factors that impede the access and permanence of students with disabilities in High School.

The growth of enrollments verified in EJA seems to be the localized expression of the problem that involves all the Basic Education in the country, that is, the low quality of the education offered, '[...] although access and permanence have increased, a great part shows low levels of learning, which leads to return to school through EJA' (Melletti & Bueno, 2011, p. 381).

The theme of school trajectory of students with disabilities in EJA is not much discussed in the Brazilian educational context, which justifies the need for studies, since, when following the inclusive movement, EJA presents itself as an educational possibility for people who have been historically marginalized in regular school. To Moreira and Carvalho (2014), the absence of research indicates, to a certain extent, the invisibility of these students, reflecting the educational exclusion framework and the precariousness of public policies that provide access and permanence of these students in the conclusion of Basic Education.

According to Siems (2012), most of the studies on schooling of students with disabilities in EJA focus on two axes: the fragility of the structures of the Youth and Adult Education for the educational service of people with disabilities, as well as difficulties experienced in Special Education services to provide truly effective academic activities for the social inclusion of these students with disabilities.

Tomaino (2009) aimed to analyze the school trajectories of students from institutionalized environments and included those in regular schools of EJA, comparing environments based on students, families and teachers' conceptions. The results highlighted the limited knowledge about students' needs and possibilities. They also point out that in both contexts there were learning difficulties; however, in the institutions, the relationship between student and teacher was closer, while in EJA it was more impersonal.

Tinós (2010) sought to unveil the school trajectories of students with disabilities in order to understand and (re)signify the different educational services they experience. In the trajectories, the difficulty of the realization of an inclusive education was evidenced, since favorable pedagogical conditions were not offered to the participants, which culminated in long periods of continuance in the same grades, causing disparity between age and grade.

Haas (2013) aimed at analyzing, in her study, the school trajectories of young and adult subjects with disabilities as well as their life paths, based on the narratives and the connections with the educational phenomena that define the alternatives of schooling for these individuals with disabilities. The results point out stigmatizing processes and school failures experienced by students along their trajectories. The author stresses the need to broaden the dialogue between EJA and Special Education, highlighting the invisibility of young people and adults with disabilities in the normative documents of the Special Education Policy in the perspective of Inclusive Education.

The study carried out by Freitas (2014) aimed to understand the process of schooling of young people with intellectual disabilities who attended EJA. The results reveal a prolonged continuance at the same school level, besides the students moving from school to school. EJA is designated by families as the only space for the care of young and adult people with intellectual disabilities. In relation to the teaching work, the results verified the instability of the working conditions of the EJA teacher, and consequently having difficulty in organizing and planning the curricular contents for the students.

According to the studies, there is a scarcity of public policies that make EJA schooling effective, including problems in pedagogic care, difficulties in understanding disability, exclusion processes and school drop offs. On the other hand, the studies indicate that political transformations are necessary to guarantee the inclusion of these students and the effectiveness of their learning. In this sense, such studies show that the discussion about the service that is offered, the pedagogical practice and the role of EJA for people with disabilities need to be taken into account.

Considering the current panorama of the Brazilian school oriented by the assumptions of inclusive education and the expansion in the number of enrollments of students with disabilities in EJA modality, at High School level, some questions arise: What is the school trajectory of students with disabilities enrolled in EJA, in High School level? What is the schooling process for students with disabilities enrolled in EJA? What expectations do these students have regarding their future after they graduate from EJA?

2 OBJECTIVE

Based on the above, the objective of the research was to analyze the school trajectory and the schooling process of students with disabilities enrolled in EJA, High School level, and their future expectations after graduating from EJA.

3 METHOD

The type of research adopted was of qualitative approach, of descriptive order. For Gil (2008), the descriptive research aims to describe the characteristics of certain populations or phenomena. Thus, this research determines the relationships between the variables and their

nature, but it does not have the responsibility to explain the phenomena, as described by Vergara (2000), although they are used for the explanation.

3.1 ETHICAL ASPECTS

This project was approved by the Ethics and Research Committee with Human Beings of the Federal University of São Carlos - UFSCar, Certificate of Presentation for Ethical Appreciation (CPEA) nº 49256515.0.0000.5504.

3.2 PARTICIPANTS

The participants in the study were 10 males with various disabilities, ages 19 to 33, presented in Table 2. As an inclusion criterion, participants should: have some type of disability; declared self-disabled; be enrolled and attending EJA, at High School level, in the state network; agree to participate in the study and sign the informed consent form or the endorsement form in the case of the participant with intellectual disability.

Participant ¹	Age	EJA grade	Disability	Marital status	Occupation	Participant income
Igor	32	2nd grade	Deafness	Married	Production assistant	From 1 to 3 minimum wages
Cleiton	28	2nd grade	Visual impairment	Stable union	Beneficiary of Social Security	From 1 to 3 minimum wages
Danilo	19	3rd grade	Physical disability	Single	No occupation	None
Wesley	33	2nd grade	Deafness	Married	Production assistant	1 minimum wage
Luan	32	2nd grade	Visual impairment	Married	Retired due to disability	2 minimum wages
Denis	23	3rd grade	Physical disability	Single	Beneficiary of Social Security	1 minimum wage
Gustavo	20	3rd grade	Visual impairment	Single	Gardener	1 minimum wage
José	24	3rd grade	Physical disability	Single	No occupation	None
Jean	24	3rd grade	Visual impairment	Single	Beneficiary of Social Security	1 minimum wage
Luciano	19	2nd grade	Intellectual disability	Single	No occupation	None

Table 2. Characterization of participants

¹ Participant names are fictitious to preserve their identities.

Source: Elaborated by the authors.

Regarding the characterization of the participants, the students' ages ranged from 19 to 33 years. Of this total, the majority are single, predominantly male, enrolled in the 2nd and 3rd grades of EJA High School. The wage income did not exceed three minimum wages, and four of these participants received social security benefits.

3.3 LOCATION

The research was carried out on the premises of the schools in which the participants studied. The participants of the study were distributed from eight state schools belonging to six municipalities in the hinterland of the state of São Paulo, as shown in Table 3.

School board	Municipality	School	Participant
1	Matão	1A	Gustavo
2	Batatais	2A	Jean; Luciano
	Luis Antonio	2B	Denis
	Ribeirão Preto	2C	José
3	Ibaté	3A	Cleiton
	São Carlos	3B	Igor; Wesley
		3C	Luan
		3D	Danilo

Table 3. Distribution of participating schools

Source: Elaborated by the authors.

3.4 DATA COLLECTION PROCEDURE

For the data collection, the Interview script for EJA students and the Socioeconomic Questionnaire of the National Exam for the Certification of Skills of Young and Adults (called ENCCEJA) of the year 2013 (Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira, 2013b) were used. The final instrument was organized in axes that included the process of schooling in Early Childhood Education, Elementary School, High School and EJA, and included questions about interaction in school, relationship with teachers, participation in classes, learning process and expectations after the completion of EJA.

The interviews were previously scheduled and took place on the school premises. The interviews with the deaf participants relied on the presence of a Brazilian Sign Language translator and interpreter, who signed the Data Security and Confidentiality Agreement. The interview with the participant with intellectual disability had the participation of his mother, to help with the interpretation of the interviewee's speech and with ENCCEJA Questionnaire completion. The other interviews were carried out only with the presence of the researcher and the interviewee.

3.5 DATA ANALYSIS PROCEDURE

The material obtained was qualitatively analyzed and organized into categories proposed by Franco (2005). The categories were organized in turn as follows: School trajectory, Schooling process in EJA and Future expectations after EJA.

4 RESULTS

4.1 SCHOOL TRAJECTORY: FROM POSITIVE EXPERIENCES TO PEDAGOGICAL DIFFICULTIES

The analysis and interpretation of the data were materialized in order to identify the schooling trajectories. According to the experiences of the investigated participants, the most frequent factor is the irregularity in the quality of the school experiences, having experienced an initial period as positive, but, in the following moment, it became negative due to several factors.

The participants generally showed significant memories at the beginning of schooling. Among the statements, the playtimes, the games and the friendships were identified as ludic experiences provided by school in their childhood. These favorable interactions were mainly based on the efforts of professionals and institutions to offer suitable conditions for socializing, recognizing the individual characteristics of the students.

It was cool, the teachers of Physical Education, music, football, boys and girls, teachers, I love them [...]. (Luciano).

About the period in the bilingual institutions or schools, significant experiences are described regarding friendship and the social interaction, which represented, for the participants, feelings of security and belief in their possibilities.

The interaction was good, always good. I've always been a very extroverted person, you know, I'm not afraid to have my disability, I'm not afraid, I've never had fear, I even live my life normally [...] I learned Braille inside APAE in the resource room. [...] I go there to this day ... thank God. (Jean).

It had the inclusion of the deaf and it had the hearing, it was the same here with the students, it was normal [...] it had an interpreter because it was a bilingual school, there they taught more Sign Language than Portuguese, verbs ... it was different than the Portuguese from here [...]. The teachers were cool. The teachers, the interpreters, they taught everything [...]. The evaluations were adapted for the deaf and different for the hearing, so they had alternatives: a, b, c and they answered. (Igor).

The statements presented positive memories about the period in Early Childhood Education, the participants highlighted the activities they did and those they most identified with. Equivalent results were found by Tomaino (2009), in which the participants revealed positive memories about the beginning of schooling, such as walks, plays, friendship and support of teachers in literacy.

It is clear that the school must be a democratic space that offers all educational services of quality. Therefore, it is essential that the school provides for students who are Target Population of Special Education, as well as other students, with appropriate conditions and inclusive practices to promote their development from the moment they become part of this educational space.

However, for some participants, the initial context of schooling was permeated by difficulties in social interactions, which limited social interaction and led the participants to develop an attachment relationship with family members. Among the statements, participants argued that

It was not so normal, because I had these four-eye jokes all the time, but I never cared about that. [...] I played a lot. [...] I interacted with some people, but not all, but I interacted. [...] there were other people I interacted, but the main one was my brother, because we always got along. (Gustavo).

Tinós (2010) and Freitas (2014) have identified, in their studies, the school difficulty in providing educational services to meet the needs of students with disabilities, especially in the case of intellectual disability, offering no opportunities for promoting learning. School changing was recurrent, justified mainly by the difficulty of schools to recognize and respect the pedagogical differences of students.

With 5 years old I think it was 3 schools, and then I think 5, 6, 7 years old, another school, there were 4. [...] Because the problem was not the school, the teacher, it was the people who did not know how to deal with me, I couldn't have access to signs to understand the subjects [...]. (Wesley).

Dantas (2012) and Freitas' (2014) studies also showed that students with disabilities have passed through several schools. Although in both studies the participants were in regular schools, changing school was often necessary because of the obstacles encountered. Dantas (2012, p. 106) adds that changes can often be justified by the '[...] discouragement of the pupils of this modality of education and the discrediting of the school as a way of accessing knowledge and cultural and vocational education'.

With the entrance of Elementary School, there are statements of negative aspects related to the schooling process, relationships start depreciating, mainly among students and teachers, arising elements and unwanted conditions for learning. According to the students, teachers and institutions did not offer pedagogical conditions for learning.

I had to write. [...] like that, at home. I had homework, and I did it alone, Mommy takes me and picks me up at school. The teacher is talking, copying, I could not copy. [...] fast. Speak. (Luciano).

The teacher gave the test on paper and I could not get anything because I did not understand anything, because I could not, Portuguese, mathematics, I did not understand any subject. I used to copy and cheat, I would call the teacher and ask, but the teacher also did not know what I was asking, then I said I'm deaf and I do not understand this test, the teachers called me names, then I copied from my friends (Wesley).

Similar to these accounts, Tomaino (2009) reported that some students with disabilities only began to identify the problems when they started Elementary School. This finding allows us to conclude that Elementary School presents a different context of Early Childhood Education, in which previously unnoticed difficulties can be intensified.

According to Silva, Silva, and Silva (2014), in a study that evaluated what the deaf express about their teachers, when analyzing certain peculiarities of teaching pedagogical practices and strategies that have privileged (or not) in their learning processes, the following was found: 'The little interaction between the deaf in the regular classroom and the non-proficiency in Sign Language of the teachers explains part of the difficulties that the deaf feel

before the academic demands' (Silva et al., 2014, p. 270). The authors reinforce the importance of Sign Language for knowledge acquisition by deaf students.

In this sense, Mendes (2006, p. 397) points out that, despite advances in the policy of expansion and guarantee of education in the regular school, students with disabilities '[...] are not necessarily receiving an appropriate education, either for lack of qualified professionals or due to the general lack of resources'. Thus, it is necessary to think about the provision of education for people with disabilities in regular education, trying to reflect if necessary conditions for the development of this population are offered, since their demands are specific. These factors probably contributed towards the majority of students discontinuing their studies. Among the participants, six discontinued their studies in Elementary School, another three interrupted their studies in the first year of High School before the end of the period, and only one of the participants never interrupted his studies.

I studied in the morning, I was not working, then when I started to work, then you know. [...] Because of work ... I stopped. (Gustavo).

At school, I stopped studying because I could not stand the jokes. [...] once I stayed for 6 months, then my mother wanted me to come back, I tried, I stayed for 8 months and I could not take it. (Danilo).

About time spent out of school, many students spent long periods away. For three of the interviewees, time out of school exceeded ten years. Three other participants spent eight years out of school until they returned. And three others stayed three to four years out of school. And one participant did not have a period outside of school.

Among the reasons for returning to school, four participants stated their desire to get a job; three pointed out the desire to acquire more knowledge and to stay updated; two participants declared that they returned to school to meet the expectations of the family in relation to their studies. It can be seen that all participants attribute an important aspect to school in the sense that it can contribute to their progress, both now and in the future; thus, they recognize that school can provide the opportunity to fulfil their plans.

Returning to school is probably associated with the roles developed in adult life, such as the beginning of work, in which study becomes necessary for the performance of certain jobs.

4.2 SCHOOLING PROCESS IN EJA

The participants stated, at first, moments of insecurity and discredit in their abilities, but, over time, EJA showed itself as a pleasant atmosphere and conducive to friendship and respect for student diversities. In general, the participants revealed positive experiences in social interactions in the school context of EJA.

You see, at first I had a lot of desire to study, but it was like that too, and I thought: what is it going to be like? Only me at school, what is it like? Will I be able to? The only handicapped in school is me, nobody else, at first I did not care much, when I was little, was my mind the same when I was little? I cannot think about it, I have to go there and see what it is like, in a week I realized that it was possible that I was able to adapt. (Denis).

According to Hass (2013) and Freitas (2014), students' conception of disability is still present, even with advances made and the arising of inclusive policies. In this sense, people with disabilities are often induced, both by the school systems and by the social environment, to feel incompetent. Thus, special education must break with this paradigm of inferiority and propose systems of education that meet the needs of learners, since, historically, the concept of disability is synonymous with incapacity and vulnerability.

The stigma of inferiority in relation to non-disabled people accompanies and constitutes the social imaginary and institutionalizes social practices that segregate and marginalize. With these representations, the person with disability must permanently prove his/her potential. (Caiado & Zeppone, 2013, p. 238).

Through the statements, we identified how EJA is constituted as a differentiated space for the participants.

My mind has opened up a lot, that shame I felt before I was among people, being in a wheelchair, I do not have it anymore, people play with me, make fun of me, make maneuvers with my chair in school, you know, I met new people, new friendships, new experiences of life, understand? (Denis).

[...] because in EJA there are no boys messing around, bothering you, they do not disturb the teacher, they are already grown up people, in the regular school there are more children, in EJA, you can have more respect. (Danilo).

However, some participants reported problems that directly interfere with the learning process. These aspects are related to factors external to students, which could be eliminated if there was a reorganization of the environment, recognition of students' needs, such as physical accessibility and curricular issues.

The Portuguese teacher gives an activity to students, such as a sheet, but she does not give it to me because she knows I will not see that size of letter. [...]. The problem is that the machine to enlarge the sheet is not there anymore, there was one here days ago, but now there isn't [...], then she told me to sit with a classmate. It is good because he helps me, right, if he does not help me, right, ooh he needs patience. (Gustavo).

I have accessibility here with my wife, so she gives me legal locomotion, so in this case I don't have difficulty in this part, but, if it were for a handicapped on his own, then he would find a lot of obstacles. (Luan).

The support of family and friends was determinant for admission and permanence in EJA, as well as internal motivations to return and continue with the studies. In this way, family influence is fundamental in the schooling process, especially when it comes to returning to post-disruption studies and to students with disabilities who may require additional support.

[...] the wife said, you need to finish your last grade of high school, you need to go to college, but I did not want to, there, in Brasilia, the community there, in a meeting, talked to me in a lecture, then I felt a great emotion, a will not only to work, change the work a little, I had this will, in a factory you will stay forever, for the family it is more beautiful, you will grow. Then I went to a Federal, I attended the lecture, there I began to have this desire, curiosity, and I thought: I'm going back to study. (Igor).

Yes, my father, my mother, my brothers, study, you can, you can, you are intelligent, you will succeed. (Denis).

The family is the first social group in which all individuals relate, being responsible for the development of several aspects. In view of this, it is essential that the family constitutes a stimulating environment and offers the individual different social experiences during their education. According to Glat (2009), after the family, school and work colleagues play an important role in the lives of people with disabilities. In addition, Orlando and Caiado (2014) highlight, in a study carried out with disabled university professors, the support they had from their families during the school trajectory. For the authors, the families ‘[...] independent of their different economic, social or cultural backgrounds had the value of studies strongly rooted in their family trajectories’ (Orlando & Caiado, 2014, p. 826). The authors state that family strategies have supported the trajectories of students, just as the school has allowed families to make certain supports. The motivation of some participants was also a determining factor for their continued presence in EJA, probably driven by the student, by his beliefs and expectations, as well as by factors related to the school context that allowed the continuity of the studies.

Ah, I think it was, but my willpower, I go, at first I said I'll try, I went in the first two weeks, I said, now I'll succeed, I'll be able, it's cool, it's nice, so I'm going to go on, I'm going to the end, now I'm not going to stop anymore and, thank God, I'm still here to this very day. (Jean).

No one, I like to come here. [...] I like to come here. It is because there is the presence and absence. You cannot miss it! [...] I really like school. (Luciano).

Student motivation is an important ally in the educational process, since it can trigger confidence aspects in the individuals for daily school activities and directly influence the students' learning process.

In general, we noticed that participants' admission to EJA proved, initially, to be a context of difficulty, sustained by the belief in incapacity due to the disability, probably because of previous school failures. Over time, however, students have gained a new insight into EJA, overcoming insecurity, predisposing themselves to overcome challenges. The context of EJA, therefore, revealed positive aspects present in the daily school life, parallel to the support of family and friends, influencing the continuity of the studies.

Among all participants, Jean is the only one who attends the support room in extra hours. However, the activities carried out in this environment do not seem to complement the content of the activities developed in the classroom. In this space, the activities are only adapted, contrary to the legislation of the inclusive policy.

I attend [SES] because I have to take the material for her to transcribe, sometimes I have to take the test for her to do it for me. [...] I just take some material for her to transcribe, sometimes some tests that I need to do here, I take her the sheet, she copies in the printer. (Jean)

The Resolution n. 4/2009 determined the Operational Guidelines for Specialized Educational Services (SES) in Basic Education, to be held in multifunctional resource rooms

or in SES centers of the public network or community institutions, non-denominational or philanthropic institutions to supplement or complement student education through strategies and resources, reaffirming Special Education as an educational modality (Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira, 2009).

SES is an alternative that can collaborate for the educational process of the Target Population of Special Education students; however, Campos and Duarte (2011, p. 281) affirm that, '[...] although Brazilian legislation recognizes EJA as a teaching modality also for people with disabilities as a right, it is perceived that access to services and resources is still often denied'. However, as Haas (2015, p. 352) points out

When considering the challenges of EJA, it would be necessary to invest in a reflection about the differentiation of the pedagogical times of EJA in relation to those of the regular education, so that alternatives are created for the Specialized Educational Services, besides the multifunctional resource room. It is up to the school management to rethink this service in view of the specificity of this public, instead of insisting on the discourse that this public is not adequate to the proposal of the Specialized Educational Services.

Other demands of the participants were also mentioned, such as the lack of adaptation of schools to accommodate students with disabilities, especially in relation to accessibility. Luan mentions the need for support from the wife who accompanies him in class to get around the school:

I have accessibility here with my wife, so she gives me legal locomotion, so in this case I don't have difficulty in this part, but, if it were for a handicapped on his own, here he would find a lot of obstacles. (Luan).

Accessibility [...] has no structure for the disabled. Oh, at school, if I'm not mistaken, a survey was made, only 4% in Brazil are adapted schools, so, there is no point in fighting with something that I know I'm not gonna get. (Danilo).

Lira and Schlindwein (2008), in a study that discussed the problem of the inclusion of blind or low vision people, based on testimonies of their school trajectories, relate the school course to the experience of inclusion/exclusion. In the results, it was possible to verify the difficulties faced by the students, such as the denial of teachers in changing their teaching strategies to benefit students' learning, lack of accessibility of the educational system and pedagogical resources. However, although current legislation determines the appropriateness of public spaces, which includes school spaces, it is noted that accessibility is still a great challenge. In this sense, we can see that, historically, it has been perceived that accessibility is not a priority in schools and/or in society. Architectural, urbanistic, communication and information accessibility is not considered in its entirety for the autonomous development of people who have some disability or reduced mobility (Araújo, 2013, p. 171).

The challenge of promoting an accessible environment in schools demands several actions from the main agents involved in the educational context and, with these actions, improving accessibility can, certainly, positively influence the process of student inclusion.

4.3 FUTURE EXPECTATIONS AFTER EJA

In this category, we present the expectations of the participants after completing High School in EJA. The reports observed through the interviews were very gratifying, since all the participants enrolled in EJA, at High School level, demonstrated the intention to continue with their studies, although some did not decide what to do or, still, showed insecurity for fear of not being able to work in the labor market due to their disability; a perception probably due to failures already experienced.

In this sense, we can observe in the narratives of these students the desire to go to college. José and Danilo's statements illustrate this perspective well and, also, reveal their concern about progressing in their studies, suggesting that they are unable to continue their studies as well as working.

I want ... how do I say? Go to college, know more. [...] I want to do ENEM⁵, will I be able? (*laughs*). (José).

[...] ah, I would like to succeed a lot on this exam that I took [exam to enter the Medical course at the *Universidade Estadual Paulista*] to continue studying, there are another 12 years ahead. Professional does not help, because I go to find work, people look at my face, they say that I am invalid, so I don't even look for it anymore, this part has not changed at all. But I think about finishing school and going to college. (Danilo).

Gustavo, Jean, Luan, Wesley and Igor also pointed out their desire to go to college. To Luan, his interest is in completing High School to regain the time he left without studying, then take a preparation course for university and, later, go to college. To Igor, the completion of High School will allow entry into college; however, after the completion of this stage, there are many plans that the participant intends to develop. Professional choice is a difficult process, involving many factors, from personal interests to economic conditions; thus, it is imperative that the schools exercise such reflections with the students, aiming at future education.

It is to go to college, I want to go to college on company security or to go to college or to do a course on mechanics, I want to develop a lot of things. (Igor).

In relation to the roles of adult life, such as starting a family and entering the labor market, Luciano clearly states his expectations for the future, mentioning the course he intends to do, in what area he wants to act, and personal projects such as getting married. To Luciano, his professional career option is determined by his personal interest.

To go to college. [...] I'm going to study Physical Education for children. [...] Young children, babies, children, little adults. [...] later, a girlfriend. [...] That's it. So, oh, a girlfriend who likes Corinthians team, that likes gym and swimming pool. [...] it's my life to do it all! (Luciano).

Nevertheless, the statements of the participants show an interest in working and belonging to society, having an occupation and receiving salary from their own work. Even in the face of reality and its challenges, many people prefer working to receiving the social

⁵ **Note of translation:** ENEM is a National Examination of High School conducted by the National Institute for Educational Studies and Research Anísio Teixeira (INEP), used to evaluate the quality of High School in Brazil. Its result is used for accessing Higher Education in Brazilian public universities, as well as in some universities abroad.

security benefit, since work gives them the feeling of being useful, of participating socially and of having their capacities recognized (Neves-Silva, Prais, & Silveira, 2015).

The statements also indicate that disability did not make it impossible for young people to think about and plan their professional future. According to Siems (2012), EJA compensates for situations of school failure when considering the needs of its students. It must therefore be prepared, given the interests and conditions of the students, to give them knowledge for life involving citizenship and the world of work.

It is also observed among these students that the highest expectations are related to admission to Higher Education and the labor market. Although some have not defined the course they intend to do yet, they all want a more promising future, only possible by entering the labor market and Higher Education. These wishes, quite understandably, will enable financial independence and autonomy so that they feel like individuals. Thus, we can see that these students recognize that with the schooling process completed, they may face other challenges, both professional and intellectual. In this process, we see the importance of EJA in their education, providing them with new knowledge and giving them a better life perspective.

5 CONCLUSION

The school trajectory of the students with disabilities in EJA is usually fragmented, marked by the inconstancy of school experiences, problems in the teaching and learning process, failure and dropout, similar to the results of other studies already carried out. These trajectories describe the obstacles experienced, the students' efforts to overcome these challenges, pointing out EJA as a possible alternative to this disruption.

We add to this research the fact that, as a voice was given to the participants, important aspects were identified during schooling, necessary to understand better their trajectories. We can highlight that the initial period of schooling was reported as positive, but, in a following moment, it became negative as students advanced to other stages of education. And the present time experienced in EJA still presents challenges to the educational needs of these students. Thus, we stress the importance of schools recognizing the individual needs of their learners. With students with disabilities, a better understanding of their conditions may result in less fragmented schooling processes, which in turn would converge into more suitable educational proposals to their demands.

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Received on: 11/07/2017

Reformulated on: 12/20/2017

Accepted on: 12/20/2017