

School inclusion in youth and adult education

Inclusão escolar na educação de jovens e adultos

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Abstract

This study investigates teachers' perceptions about the assistance provided to students with special educational needs, developmental disorders and high skills or giftedness at a state educational institution in Londrina (Brazil) which offers exclusively Youth and Adult Education modality. For this, we applied an instrument to collect data with 24 participants whose questions were about school inclusion in Youth and Adult Education. The results showed that most teachers did not receive specific training to support pupils with special educational needs. These professionals reported that they are dissatisfied with the developed work, highlighting the lack of training and capacitating programs as the main cause. Data also showed that, in seeking help and support for professional practice, teachers usually rely on colleagues with specific training and the school teaching staff. Several points highlighted as barriers for effective school inclusion are related to questions present in any heterogeneous class and not specifically with students with special educational needs. Thus, it is believed that the inclusion in the school environment can be a reality and the teacher is a key element in the consolidation of this process.

Keywords: Education. Adult education and literacy. Inclusion. Teacher training.

Resumo

Este trabalho procura investigar as percepções de professores sobre o atendimento a alunos com deficiência, transtornos globais do desenvolvimento e altas habilidades ou superdotação (DTGDAHS) em uma instituição estadual de ensino de Londrina (Brasil) que oferta exclusivamente a modalidade de Educação de Jovens e Adultos (EJA). Para isso, foi aplicado um instrumento de coleta de dados a 24 participantes, cujos questionamentos versaram sobre a inclusão escolar na EJA. Os resultados demonstraram que a maior parte dos professores não recebeu formação específica para atender a alunos com DTGDAHS. Esses profissionais relataram que se encontram insatisfeitos com o trabalho desenvolvido, destacando como principal causa a falta de formação. Os dados mostraram ainda que, na busca por auxílio e respaldo para a prática profissional, os professores normalmente recorrem aos colegas com formação específica presentes na escola e à equipe pedagógica. Vários pontos destacados como entraves para a efetivação da inclusão escolar dizem respeito às questões presentes

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em qualquer turma heterogênea e não especificamente a alunos com DTGDAHS. Assim, acredita-se que a inclusão no ambiente escolar seja realidade possível e que o professor é elemento fundamental na consolidação desse processo.

Palavras-chave: Educação. EJA. Inclusão. Formação de professores.

Initial considerations

The inclusion, nowadays, is not just related to putting students in regular schools, but changing the exiting schools, making them capable of answering the needs of all teachers. Schools are not islands and they are not restricted to teachers. It is the place of diversity, whose objective is to make students learn, build knowledge, understand the world that surrounds them, being able to criticize and change it. The inclusion is also related to

[...] helping every teacher to accept the responsibility for the learning of all children in their schools and prepare them to teach those children that are currently excluded of schools for any reason. (MITLLER, 2003, p. 16).

Nevertheless, one of the biggest challenges of education in the contemporary age is the insertion of students *with disabilities, developmental disorders and high skills or giftedness* (BRASIL, 2013) in regular education, especially in the Youth and Adult Education (from now on YAE). In Law number 13.146, from July 6th, in 2015 (BRASIL, 2015, s/p), it is instituted *Inclusion of Disabled People Brazilian Law (Statute of People with Disabilities)*, that, in its second article, defines what is understood for disabled person:

[...] that one with physical nature, mental, intellectual or sensorial long-term impediment, which, in interaction with one or more barriers, can obstruct their full and effective participation in society, with equality of conditions with other people. (BRASIL, 2015, s/p)⁴.

It also applies to the school context. Dutra et al. (2008, p. 15) complements this idea affirming that

The students with developmental disorders are those that present communication and reciprocal social interactions qualitative changes, a restricted repertoire of interests and activities stereotyped and repetitive. In this group it is included students with autism e child psychosis. Students with high skills/giftedness show great performance in any of the following fields: intellectual, academic, leadership, psychomotricity and arts, besides presenting much creativity, involvement in learning and tasks development in areas of their interest.

The student of this modality teaching, after years at school, already faces challenges to search teaching again; those with, besides the ordinary difficulties, are faced not just with their access, but their permanence at school, such as: accessibility problems, inappropriate pedagogical support materials, inappropriate furniture (desks and adapted chairs) and lack of communication with teachers.

⁴ All translations presented in this paper are free and the responsibility relays on the authors.

Despite of the debate around this theme, school inclusion has been a challenge so far, since not everyone recognizes it in the same way. The inclusion ideology has become a propagated and stimulated principle, but this process depends a lot on the school institutions adaptation, on the training and experience of the teacher to act on the students' behalf. Furthermore, it is still possible to find professionals of education reluctant to accept students with special educational needs, developmental disorders and high skills or giftedness, just like there are educators worried to contribute more and more to the effectiveness of inclusion and find the best way to work so that learning really happens for everyone.

For all of this, this research is justified by the relevance of the theme for society in general, because it is current and particular, since people with students with special educational needs, developmental disorders and high skills or giftedness, besides facing throughout their lives the challenge of acceptance and overcoming their disabilities, need these days to resort to Adult Education And Literacy, clearly demonstrating that, during their lives, somehow or for some reason, have already been excluded of the educational system or even deprived of their right to education at the appropriate age.

Upon these considerations, the objective of this research is to investigate the perceptions of teachers related to students with special educational needs, developmental disorders and high skills or giftedness care in a State Institution of teaching in Londrina that exclusively offers the modality of Youth and Adult Education.

Inclusive school

Nowadays, inclusion is a worldwide movement that counts on the important and indispensable support of the United Nations Organization – UN. It can be said it is a movement of awareness regarding the need to guarantee effective participation of people with students with special educational needs, developmental disorders and high skills or giftedness in society, which also permeates social and educational policies. Schools are not on the edge of what happens in society, so

One thing is clear: schools and the educational system don't work in an isolated way. What happens in schools is a reflection of the society in which they work. The values, beliefs and priorities of the society permeate life and work in schools and will not stop at their gates. (MITTLER, 2003, p. 24).

Consequently, society charges an equally inclusive posture of schools and institutions, with the aim of preserving for everyone the access and participation in a wide set of educational and social opportunities existent and offered by schools, avoiding segregation or isolation inside these institutions. School inclusion requests significant changes, based on a value system that considers and celebrates diversity of gender, race and social classes and makes everyone feel welcomed by the school. It supposed a pedagogical organization and teaching practices that meets students' needs, without wrong and undue discriminations, benefiting, this way, everyone with conviviality and growth in diversity.

For Mittler (2003, p. 36),

[...] inclusion represents, in fact, a change of mind and values to schools and to society in general, because, underlying his philosophy, is that student to whom it is offered what is necessary, and so it is celebrated diversity.

In a society with so many social injustice and so many others inequalities, the school inclusion can be seen as a form of fighting for a less excluding society, that strives for social justice and for achieving the universal human rights. In this perspective, inclusion can be understood as a process and not as an end, because “[...] the street of access to inclusion does not have an end because it is, in essence, more a process than a destination.” (MITTLER, 2003, p. 36).

The school inclusion refers to everyone and not only some students. It refers to those who regularly frequent the classes, to those who didn't have the chance to go to school in the appropriate age and today are part of the group of students of the institution, to individuals that, for some period of time, kept away of studies and now are returning to the classrooms of Adult Education And Literacy and to those students with special educational needs, developmental disorders and high skills or giftedness, which, nowadays, integrates regular schools, especially in the modality of Adult Education And Literacy. So, schools just teach everyone when they are permanently aware of the necessity to respect the rhythm and observe the capacity and potentiality of each student.

The process of inclusion in the school institution is everyone's responsibility in the school community and should be practiced by the employees, pedagogical staff, administrative team and, specially, by the group of teachers and students. This process is a challenge and its success depends, most part, on how schools perceive and promote inclusion. The students' success is intimately related to the opportunities for participation and learning provided by teachers, which they need to consider the particularities and specificities of each one.

The work of the teacher in the context of Adult Education and Literacy and inclusive education

Education is committed to transform, train and prepare man to live in society, and teachers are the main subject in this process, which gets more special and specific when it comes about the work developed with students from Adult Education and Literacy, especially with those that have students with special educational needs, developmental disorders and high skills or giftedness.

Being a teacher, today, is being a competent professional, to lead students to learn, is being able to participate in decisions that involve the school project, struggle against social exclusion, interact with students, with colleagues from the institution and with the community around this space. (ENS, 2006, p. 19).

Therefore, the teachers training in the proposal of the inclusive education is essential for the work with students with special educational needs, developmental disorders and high skills or giftedness and, according to Almeida et al. (2007, p. 336), “[...] teacher training is much more than inform and go through concepts; it is to prepare them for other means of educating, that changes their relation with the disciplinary content and with the student”.

Today, regarding inclusion, it is not just about using specific school teaching practices for this or that “disability”, but it’s about resources and tools that can help the teaching and learning process. The teaching intended to be for all and of quality assumes the present as a unique opportunity of change, puts students as the focus of all educational action, permits everyone involved the continuous discovery of themselves and other people, enriching the meaning of knowledge, and it is guided by solidarity, collaboration and sharing of the educational process among all involved.

So, considering that educating is much more than transmitting contents and knowledge to a group of students reunited in a classroom, the teacher must have special characteristics and sensibility for the job with a public that, often, presents low self-esteem, brings traces of failure in their lives (whether in their family life or in community life) and needs a different work that rescues, above everything, their self-esteem and citizenship. Teachers need to know their students’ stories of life, believe in the potential of each one of them, constantly stimulating the search for overcoming and personal and professional growth. This educator practice can influence the success or failure of the learning of the teenager/youth/adult student present in Adult Education and Literacy, even in their life story as a citizen.

The teacher committed to the inclusion, in all of its forms, search on continuing education, on literature, on pedagogical staff, on his coworkers and on his or her own professional experience, ways to improve his pedagogical practice, in order to achieve an education of quality that promotes equality and can evidence the potentialities of the students.

The starting point for the teacher who aspires and proposes to the development of a pedagogical inclusive practice, especially in Adult Education And Literacy, is the receptivity in developing this work, once teachers already have (or at least should have) the necessary knowledge and abilities that will support them in that journey. What remains, many times, to teachers is the lack of confidence in their own ability of teaching in an “inclusive manner”. However, doubts, reservations and concerns of teachers are understandable, since to achieve the inclusive practice, certainly, it is necessary to confront and overcome difficulties, considering that the educational system of the country “[...] is anything but inclusive, and the new policies are confronting the competitive and divided system we inherited.” (MITLLER, 2003, p. 182).

Methodological procedures

To carry out this study, it was selected the quantitative and descriptive analysis. For that, it was elaborated a semi structured questionnaire that is made of objective and subjective questions (Appendix A), totaling seven questions that approaches information related to the teachers professional practice of the state school that works with Adult Education And Literacy. In some questions, the teachers could report their daily developed work, the difficulties/challenges presented by students with special educational needs, developmental disorders and high skills or giftedness, their vision regarding school inclusion and their work preparation with this diversity of audience. The questions sought to know the pedagogical work developed at the school, especially with students that presents students with special educational needs, developmental disorders and high skills or giftedness, and verifies the vision of the teachers regarding the inclusion in Adult Education and Literacy. Before that,

it was drawn the profile of these educators, verifying their ages, qualification, level of performance in the establishment researched, employment relationship, time and professional experience with students with special educational needs, developmental disorders and high skills or giftedness. Data that work as subsidy for the analysis here presented.

The questionnaire was applied to twenty-four (24) teachers of a state institution, located in the central region on Londrina, and the subjects of the research were randomly selected, from their availability during the work time and from their interest and acceptance to collaborate. The choice of the establishment was based on the specificity of teaching given, in other words, the institution attends specifically and solely the Adult Education and Literacy modality, not virtually, working in the morning, afternoon and night shifts. Teachers of Arts, Biology, Science, Physical Education, Physics, Geography, History, Modern Foreign Language, Portuguese, Math and Sociology participated in the sample.

After the application, data were tabulated. The subjective answers were grouped in categories presented in the questions and/or transcription of the answers for the better understanding. In the following section, the obtained results are presented.

Analysis and data discussion

In this section, the obtained information is presented from the questionnaire applied to the twenty-four teachers participating on the research, every one of them civil servants that integrate the staff of a public state school, in the central region of Londrina, which offers Elementary and High School education, especially in the modality of Youth and Adult Education, a face-to-face course.

The results don't surprise and just confirm the hypothesis that, probably, these professionals didn't have the chance to discuss school inclusion throughout their graduation course, since more than 50% of them concluded their course more than 20 years ago. Considering the complexity and specificities of the work they have to develop since only two teachers (8% of the interviewees) received in a post-graduation, that is, a small number of them present specific knowledge when it comes about working with students with special educational needs, developmental disorders and high skills or giftedness.

What calls attention is the small percentage of those who said they have received training in courses of special education offered by the State Secretary of Education. One issues that must be investigated is the reasons teachers don't have training for this specific practice, at least through courses offered by the maintainer, or why not everyone enjoy the same opportunities provided by the employer.

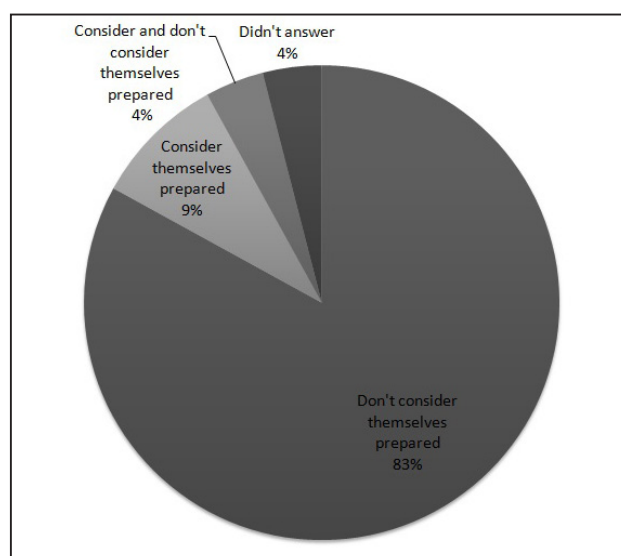
The observation registered by an informant that the received training in this field was giving by the participation in lectures offered by the institution where he works, this leads to a conclusion that inclusion in the educational process is a theme that can be discussed. It is worth to highlight that training, when it's offered by the establishment, it is indirectly also offered by the State Secretary of Education, the maintainer. Considering that many topics discussed in pedagogical meetings and pedagogical weeks of the state educational network are suggestions of the State Secretary of Education, maybe it's possible to affirm that, although the educators

don't consider these moments as training, the theme inclusion has been discussed by the educational system.

The first question of the questionnaire sought to verify if the teachers considered themselves prepared to work with students with special educational needs, developmental disorders and high skills or giftedness in Adult Education and Literacy. Data reveals, as demonstrated in Graphic 1, that: 83% of the 24 professionals that participated in the research didn't consider themselves to be prepared, 9% of them considered themselves prepared, 4% said that at the same time they considered themselves prepared and not prepared for this type of job, and 4% didn't answer the question.

The answers of the educators that didn't feel prepared for the work were followed as justification, some of them are transcribed below:

- *“As I already said, they are students with special needs, so, the teachers must have a special training”;*
- *“The limited training in the teaching course was not enough. And I also don't have the ‘gift’ (vocation) to deal with the students”;*
- *“In graduation we don't get enough information that allow us to effectively work in the special education”;*
- *“There must be specific training in our capacitating courses to help us, because if we don't get this training, it's very difficult to work with intellectually disabled students”.*
- *“The inclusion as a deposit doesn't give teachers necessary conditions to work with these students”;*
- *“My academic formation didn't contemplate this area of education. So, I do what I can, but I'm not satisfied”;*



Graphic 1: Preparation for the work with students with special needs and giftedness, developmental disorders and high skills or giftedness of Adult Education and Literacy
Source: Research data.

- *“We would have to have specific qualification training in Psych Pedagogy, to be able to understand at least the sign language, etc.”;*
- *“To work with intellectual disabled students I don’t feel prepared, but I feel prepared to work with the other disabilities, without any problem”.*

It’s possible to notice with the answers that the majority of the teachers highlighted the lack of training as a responsible fact for an inadequate work with students with special educational needs, developmental disorders and high skills or giftedness. They justified that, in graduation, they didn’t have a Special Education subject and the State Secretary of Education didn’t offer a course in this area either. But, some informants affirmed that they participated in courses about especial education provided by State Secretary of. This fact leads to an inquiry and reflection related to what type of course teachers think is valid to help them improve their practice.

So, it can be concluded from their answers that the lack of specific training affects each one in a different way, since some of them pointed it out as the main obstacle for their effective pedagogical practice with students that have students with special educational needs, developmental disorders and high skills or giftedness and others reported that although not having a specific training, they felt prepared. However, the answers also show that only the training are not a guarantee to help teachers “feel prepared”, since there are answers that say that despite of a specific training, they didn’t feel capable.

When reflecting upon changes occurred in the way society understands and deals with inclusion and on how these changes refer to the scholar space, the lack of specific training cannot be treated as the major obstacle to students with special educational needs, developmental disorders and high skills or giftedness inclusion. Teachers have to embrace their responsibility for the school and students’ success, seeking the most appropriate training for a good performance and seizing opportunities, regardless of being graduated in the area or not. The major commitment of teachers must be with their students, with the effective learning of each one of them and, consequently, with an education of quality.

Question number 2, regarding their work inside the classroom, about difficulties/challenges found in their pedagogical work with students of Adult Education and Literacy with students with special educational needs, developmental disorders and high skills or giftedness. The academic formation and the specific knowledge, therefore, the preparation of the teacher for the work with these students, were directly and indirectly the challenges/difficulties more frequent in the research, as verified in the data, of which some of them were selected as examples:

- *“The lack of preparation of teachers; the urgency that students that don’t present special needs have of being assisted not understanding the necessities of their colleagues”;*
- *“The teachers understanding of the capacity dimension related to the specificity of each one”;*
- *“The lack of material, the excessive students inside the classrooms and prejudice”;*
- *“The time during classes. The student that needs special individualized assistance during classes, so the other students get harmed”;*

- *“Having knowledge in the area is a great distress. What helps is that we have qualified teachers with a big experience with special students, they help us so we can do a better job”;*

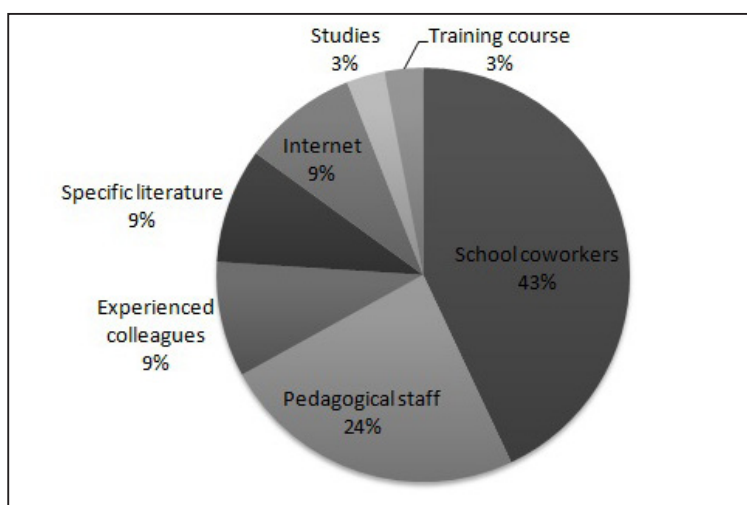
- *“The students with intellectual difficulties are the hardest to work with and, normally, they get individual attention because they can’t keep up with the class”.*

The comments of the teachers evidence the challenges that are numerous regarding the work with students with special educational needs, developmental disorders and high skills or giftedness. However, it is necessary to emphasize that challenges in the educational field involving all students. Several points listed by the teachers were about the issues presented in any kind of heterogeneous class and not specifically in classes composed of these students.

An alternative to overcome these challenges/difficulties is related to a collective work inside the institution. Sharing experiences or distresses can provide the discovery of new ways and possibilities. And it becomes essential the commitment to the search of overcoming obstacles, which includes the constant searching of knowledge and qualification and the permanent belief in the potential of each one of the students. The State should offer the schools and teachers all necessary support to ensure an appropriate teaching for everybody.

Question number 3 sought to understand if teachers search help and support for their daily work with students with special educational needs, developmental disorders and high skills or giftedness, seeking to attend the specificities of each one. Results show that, according to Graphic 2, of 24 teachers 3% of them searched for support studying, 3% in training courses, 9% in specific literature, 9% in the internet, 9% with experienced colleagues, 24% with the pedagogical staff and 43% sought help with coworkers that have specific training in this area.

Maybe the answers reflect the confidence of these teachers in the coworkers, in those with specific training and with the professionals of the pedagogical staff of the school. Therefore, the collective action can be essential for overcoming obstacles,



Graphic 2: Source of help and support for the teachers’ work
Source: Research data.

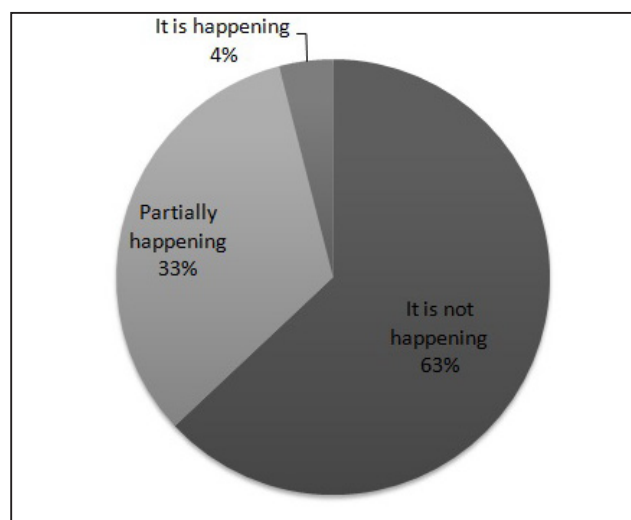
because working in group can facilitate daily practice, providing a new look over the same question and make the proposed actions stronger. It is important, although, teachers of regular classes don't become independent of the specialized teacher, as if students with special educational needs, developmental disorders and high skills or giftedness were exclusive responsibility of another professional inside the school or inside the classrooms.

Teachers continue to be the focus of teaching, and the function of the specialist teacher is to help them reach their goals with all students. Nozi and Vitaliano (2013, p. 33) affirm that:

We believe the adoption of a strategy of valuing teachers' knowledge contributes to teachers visualize the possibility of building knowledge through their work, promoting their self-knowledge as professionals and, consequently, coming up with possibilities of transformation not just of their classrooms, but of the entire school.

The third question verified if inclusion is effectively happening inside schools as established in the Federal Constitution and as proposed by Law of Guidelines and Bases of Education (BRASIL, 1996). As shown in Graphic 3, the results indicate that 4% of informants believe inclusion is already happening, 33% said inclusion only happens partially and 63% affirmed inclusion is not happening according to what is predicted in Law.

Among obstacles pointed out by teachers for the not effectiveness of inclusion are: adequate professional training/qualification, lack of appropriate equipment, other students' prejudice, the high number of students inside a classroom, lack of other professionals' support (sign language interpreter, speech therapist, psychologist, physical therapist, psych pedagogue, social worker). It is important to emphasize teachers think it is important that the work of all those professionals happens inside schools, as a determining fact for effectiveness of inclusion.



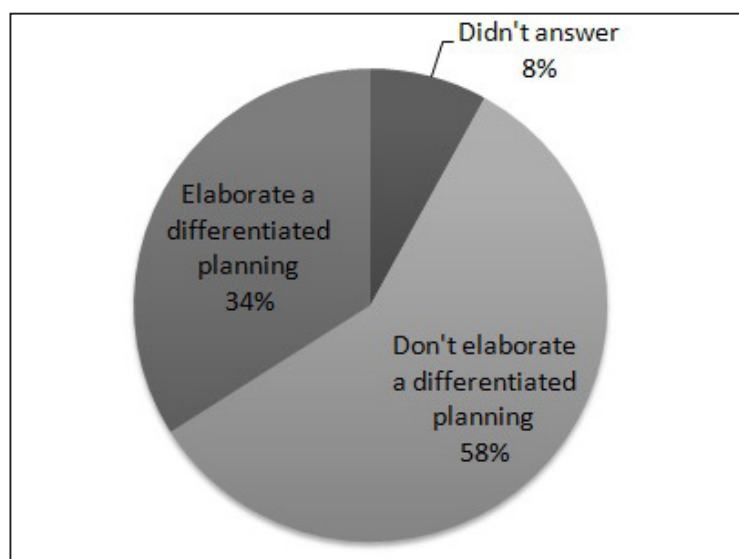
Graphic 3: Inclusion in schools as established by the Law
Source: Research data.

It is undeniable and unquestionable the importance of those professionals monitoring students with special educational needs, developmental disorders and high skills or giftedness and certainly their work is not just essential for these students. It is important to kids, teenagers and young people of public teaching, that usually face many problems, such as social, psychological, emotional or physical ones, who needs other professionals helping them to overcome their experienced obstacles. However, this system of protection has to happen with combined efforts in the educational area, health, social assistance and security, with all professionals working inside the scholar space. The important thing is that all instances work together adequately and be at the service of all students well-being that, in some moments of their lives, need support to overcome obstacles, whether temporary or definitive.

Question number 05 inquired if classes were planned/ prepared to meet the specificities of students with special educational needs, developmental disorders and high skills or giftedness. As shown in Graphic 4, 58% of the teachers didn't prepare different classes, 34% planned different classes and 8% didn't answer the question.

Classroom planning and adapted curriculum aren't related to the specific work developed with students with special educational needs, developmental disorders and high skills or giftedness students. They are part of the Teaching Work Plan, developed actions of the process of teaching and learning. So regardless of whether teachers consider themselves prepared for this work or not, it's necessary to remember that the students' pedagogical needs must be individually treated, once each one learns in a different way and with different rhythm. Teachers always need to search for methodological alternatives so that learning happens for everyone, regardless bearing special educational needs or not.

Interpreting this issue under another point of view, data reveal that, of 24 contributors, 88% of them, that is, 21 of the interviewees didn't demonstrate very clearly in their answers the importance of using different methodologies, aiming to achieve every



Graphic 4: Class planning for students with special needs and giftedness

Source: Research data.

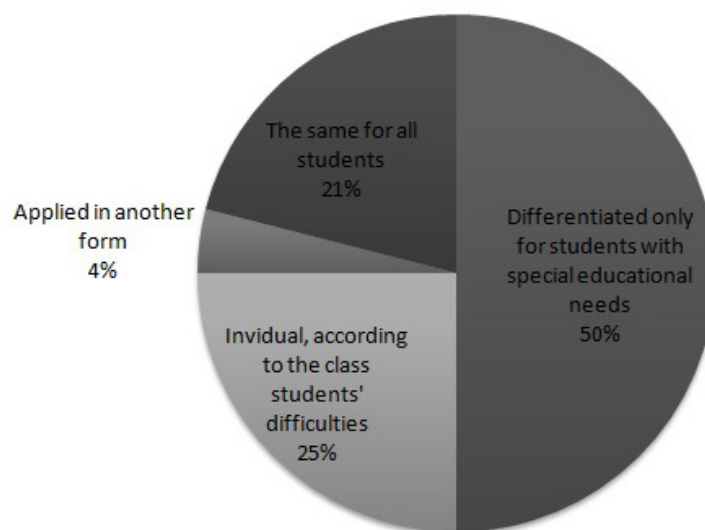
student, and only 12%, in other words, 3 teachers expressed this understanding and care in the moment of their class planning, as it can be seen from the answers below:

- *“Each student is different, he/she is unique and activities are developed in order to attend each specificities”;*
- *“Each student needs different methodologies”;*
- *“Even for students who don’t present educational special needs, we need to seek to attend everyone, within each particularity”.*

It is important to understand that educational inclusion is not related to only one exclusive group of students, but specialized “in the student” and dedicated to the proposal of new ways of teaching, appropriate for the diversity of students and according to democratic ideals of education for all.

Question number 6 was about instruments of evaluation and learning used in Adult Education and Literacy classes. As shown in Graphic 5, 21% of informants affirmed that instruments were the same for all students, 50% said that instruments of evaluation and learning used in Adult Education And Literacy were only different for students with special educational needs, developmental disorders and high skills or giftedness, 25% declared instruments were individual, according to difficulties of each one in the classroom, regardless of presenting needs or not and 4% affirmed instruments were applied in another form. So, it is the teacher’s role to elaborate evaluation strategies that attend students’ needs in particular, without, although, losing the idea of totality that forms the class. That is, the evaluation needs to be presented individually for these students.

Bearing in mind that this is an Adult Education and Literacy institution in which there is individual attendance, a collective study by subject course and when necessary there are retake tasks, it is possible that evaluation instruments are different.



Graphic 5: Evaluation and learning tools

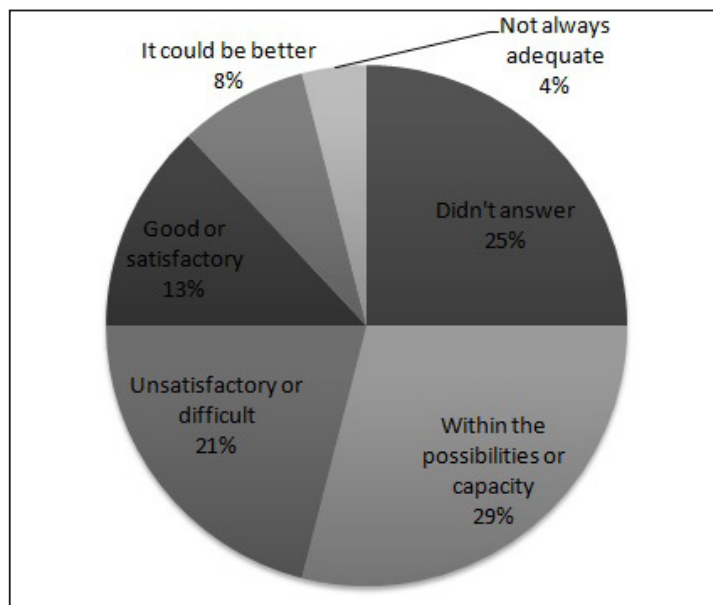
Source: Research data.

However, the presented answers enable a reflection on teachers' work who, in the same time that judge themselves desperate when working with students with special educational needs, developmental disorders and high skills or giftedness (as presented in question number 01). The teacher that use differentiated evaluations to work with those students.

Although half of teachers have previously said classes are not planned/prepared to attend the specificities of students with special educational needs, developmental disorders and high skills or giftedness, in the moment of evaluating it changes, because they affirm evaluations are made considering students' specificities. This context can be pointing a contradiction because it considers the importance of differentiated instruments only in the moment of evaluating or a mistaken posture that considers them "poor students" and, therefore, less capable at the time of being evaluated? Evaluations, just like methodologies and preparation of classes must be thought and applied considering each student's particular way of learning and demonstrating the acquired knowledge. Not as if he/she was unable to build knowledge.

Question number 07 wanted teachers to evaluate their work with students with special educational needs, developmental disorders and high skills or giftedness. As shown in Graphic 6, 21% were dissatisfied with their work or felt difficulties in its achievement, 4% were aware that their work was not always adequate, 8% believe they could do better, 29% said they do the work within their possibilities or according to their capacity, 13% evaluated their work as good or satisfactory and 25% didn't answer the question. So, a big part of the informants demonstrated to be unhappy with his or her job with these students.

From the 18 teachers that answered that question, 67% pointed, directly or indirectly, the lack of appropriate/specific training as an excuse for not doing an adequate work



Graphic 6: Evaluation of the pedagogical work of the teacher with students with disabilities, developmental disorders and high skills or giftedness

Source: Research data.

or as the reason for dissatisfaction with developed activities with students and, in some cases, blamed the responsible agencies for their bad performance.

Answers show teachers anxieties regarding the pedagogical work carried out and the urgency of training courses in the area. However, this responsibility cannot be attributed exclusively to the responsible agencies (education secretaries, states and cities), nor exclusively delegate teachers this role. It is necessary that teachers do it according to their needs and possibilities, always having in mind respect to students with special educational needs, developmental disorders and high skills or giftedness enrolled in regular education and, especially in Adult Education And Literacy, that, according to what the Public Educational Policies and the 1988 Constitution determines, This student have the right to equal quality education access.

Some teachers reported to be looking for help with the pedagogical staff or with other teachers and specialists support their daily work. The collective work in schools can show effectiveness in attending demands of each one and in the success of working with students with special educational needs, developmental disorders and high skills or giftedness, since exchange of experiences among professionals that live the same reality can facilitate the job regarding the difficulties of students in general, and especially students with special educational needs, developmental disorders and high skills or giftedness.

For Nozi and Vitaliano (2013, p. 34), there are some specific knowledge that permeate the pedagogical practice of teachers with students with special educational needs, developmental disorders and high skills or giftedness, such as “[...] knowledge of the legislation that supports inclusion educational while educational proposal, as well as understanding the assumptions of inclusive education”. However, these authors emphasize that other required knowledge for teachers’ performance with those students would be the same required for pedagogical practices with any other group of heterogeneous students. They add that

We think that teachers who compromise themselves professionally with the offer of a quality education for their students, regardless of their characteristics: physical, cognitive, social, cultural religious, ethnic, economic etc., have basic knowledge to work together with students with special educational needs, since these students don’t need, in regular teaching, a teacher specialized in their disabilities, but a teacher who is available to teach them what teaches other students. (NOZI; VITALIANO, 2013, p. 34).

It should be said that inclusion of students with special educational needs, developmental disorders and high skills or giftedness depends a lot on public policies at the federal, state and municipal spheres and on an administrative and curricular organization of the educational institution in order to attend in a coherent and effective manner those one and all the other students, collaborating significantly to their learning.

Education systems must organize conditions of access to spaces, to pedagogical resources and to communication that favor the promotion of learning and the appreciation of differences, in order to attend students’ educational special needs. (DUTRA et al., 2008, p. 17).

Final considerations

When it comes to education, it is important to be clear that by the end of the last century the emphasis was on access. These days the permanence and the quality are in evidence and worries, since they are fundamental prerogatives of an education that adequately prepares the student for life in society. A quality education and at the right time is everyone's right: kids, teenagers and young people, being that the guarantee that each Brazilian can develop and expand knowledge and skills becomes crucial in the fight against inequalities.

The interviewees, almost in their entirety, reported that they don't feel prepared to work with students with special educational needs, developmental disorders and high skills or giftedness and looked for, mainly specialist colleagues to help them with the necessary support for the development of professional practice. The collective action in the school environment must be stimulated and valued, because many problems can be easily solved when treated and discussed by people who understand, participate and live at the same reality. However, it is essential that the teacher is careful not to overestimate the knowledge of other professionals, especially the specialist teacher, and devalue or disparage his/her knowledge, his/her professional experience and capacity as an educator, transferring to specialist teachers and pedagogical staff a responsibility that actually is his/hers: the effective learning of each student.

The search for training must be a constant in the life of every educator nowadays, due to its insertion in an increasingly complex and demanding society. This training can certainly lead to transformation in the pedagogical practice in the classroom, contributing positively to changes inside school organization and their functioning and, consequently, to broader educational changes. However, the offer of continuing training must be a concern and a commitment of competent agencies and authorities, always aware of this professional's needs, anxieties and yearnings.

Among all challenges and difficulties that interfere in the performance with students with special educational needs, developmental disorders and high skills or giftedness it can be said that, although the lack of specific training is the issue that mostly annoys the group of collaborating teachers, this and several other items listed as obstacles, refer to the situations present in any heterogeneous class and not specifically in classes with these students.

The issues of classes' preparation and school evaluation, also approached in the research, reveal that the majority of the group didn't elaborate planning according to the specificities of students with special educational needs, developmental disorders and high skills or giftedness, being thought and prepared for the whole class. In the evaluation, the specificities of these students were considered at the time of their elaboration and application.

It is important to mention that both planning and evaluation should be planned considering the real students, with their potentialities and difficulties, aiming at providing everybody with a significant and effective learning. In order to make this happen, methodologies, techniques and differentiated instruments are necessary, once every student has his/her own rhythm and a particular way of learning. Care must be taken to ensure that there is no discrimination between students with special educational needs, developmental disorders and high skills or giftedness at the time

of the evaluation, providing a differentiated evaluation based on the mistaken belief that considers these students as “poor” or “less capable” people.

A big part of the informants demonstrated dissatisfaction with the work done with students with special educational needs, developmental disorders and high skills or giftedness and the awareness that there is a long way for all students to be treated equally. At this point, the lack of specific training was once again highlighted by the teachers and the government agencies, including the maintenance agency, were pointed as responsible for the failure of the professional training. Training is unquestionably important in the inclusion process, but it is neither a guarantee nor a synonym of commitment to the inclusive process. Many educators, despite of the gap in their training, seek for new knowledge, alternatives and paths, aiming at the fostering of a truly inclusive pedagogical practice committed to the success of everybody, aware of the impacts of their actions to overcome obstacles in the educational area and even in the personal and professional life of their students.

To conclude, it is necessary to recall that this article aimed at identifying difficulties and challenges of the inclusive work with these students in the modality of Adult Education and Literacy. Due to the complexity of this objective, the discussion on the subject does not end here, but new directions are open for debate.

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Appendix A: Questionnaire applied to teachers

DATA COLLECTION INSTRUMENT: QUESTIONNAIRE

01) Do you consider yourself prepared to work with students with disabilities, developmental disorders and high skills or giftedness of ADULT EDUCATION AND LITERACY?

Yes

No

Justify.

02) When you are working inside the classroom, what difficulties/challenges are found in carrying out the pedagogical work with the ADULT EDUCATION AND LITERACY students who presents disabilities, developmental disorders and high skills or giftedness?

03) Where do you look for help and support for your daily work with your students with disabilities, developmental disorders and high skills or giftedness, aiming at attending the specificities of each one?

04) In your opinion, inclusion is really happening in schools as established in the Federal Constitution and as proposed by the Law of Guidelines and Bases of Education? Explain.

05) Your classes are prepared/planned in order to attend the specificities of students with disabilities, developmental disorders and high skills or giftedness?

Yes

No

Justify.

06) In relation to the evaluation and learning tools you use in the classes of ADULT EDUCATION AND LITERACY, it can be affirmed that in general:

are just like the same for all students.

are different for students with disabilities, developmental disorders and high skills or giftedness.

are individual, according to each students' difficulties, regardless of presenting or not disabilities, developmental disorders and high skills or giftedness.

are applied in another form.

Explain.

07) How do you evaluate your own pedagogical work with students with disabilities, developmental disorders and high skills or giftedness?