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**PEOPLE WITH DISABILITIES (PwD) EGRESSED FROM A VOCATIONAL FORMATION: WORK AND EDUCATION**

**PESSOAS COM DEFICIÊNCIA (PcD) EGRESSAS DE UMA FORMAÇÃO PROFISSIONAL: TRABALHO E EDUCAÇÃO**

**PERSONAS CON DISCAPACIDADES (PwD) EGRESADAS DE UNA FORMACIÓN PROFESIONAL: TRABAJO Y EDUCACIÓN**

Maria Cecília de Souza MINAYO<sup>1</sup>

Pedro DEMO<sup>2</sup>

Renan Antônio da SILVA<sup>3</sup>

**ABSTRACT:** This article aims to present, in the conception of People with Disabilities (PwD) graduates of vocational formation, the contribution of this formation to their inclusion in the world of work. An exploratory and descriptive research was conducted, with a qualitative cross-sectional approach. The procedures were: bibliographic, documentary and field research. Semi-structured interview script was the instrument applied in data collection. Twenty-eight interviews were conducted with PwD graduates from the vocational formation of SENAI/SP and the technique of content analysis was applied. The NVivo 12 software was used in data analysis. The results indicate that, in the conception of graduates, vocational formation enables the discovery of their abilities and potentialities; allows them to be productive, interact in the work environment and contribute to society, feeling included. It was found that there were positive impacts on the lives of all subjects, related to the rescue of values such as self-esteem, autonomy and citizenship.

**KEYWORDS:** Vocational education. Person with disability. Content analysis.

**RESUMO:** Este artigo tem por objetivo apresentar, na concepção de Pessoas com Deficiência (PcD) egressas de formação profissional, a contribuição dessa formação para sua inclusão no mundo do trabalho. Foi realizada pesquisa exploratória e descritiva, com abordagem

<sup>1</sup> Oswaldo Cruz Foundation (FIOCRUZ), Rio de Janeiro - RJ - Brazil. Researcher. CNPq Research Productivity Scholarship - Level 1A. Doctorate in Public Health (FIOCRUZ). ORCID: <https://orcid.org/0000-0001-6187-9301>. E-mail: [cecilia@claves.fiocruz.br](mailto:cecilia@claves.fiocruz.br)

<sup>2</sup> University of Brasília (UnB), Brasília - DF - Brazil. Retired Full Professor, Department of Sociology. CNPq Research Productivity Scholarship - Level 1B. Postdoc at the University of California at Los Angeles (UCLA). E-mail: [lepp@rc.unesp.br](mailto:lepp@rc.unesp.br)

<sup>3</sup> University Center of South Minas (UNIS), Varginha - MG - Brazil. Researcher in the Research Department. PNPd/CAPES Scholarship. Doctorate in School Education (UNESP). ORCID: <https://orcid.org/0000-0003-1171-217X> E-mail: [r.silva@unesp.br](mailto:r.silva@unesp.br)

qualitativa de corte transversal. Os procedimentos foram: pesquisa bibliográfica, documental e de campo. Roteiro semiestruturado de entrevistas foi o instrumento aplicado na coleta de dados. Foram realizadas 28 entrevistas com PcD egressas da formação profissional do SENAI/SP e aplicada a técnica de análise de conteúdo. O software NVivo 12 foi utilizado na análise dos dados. Os resultados indicam que, na concepção dos egressos, a formação profissional possibilita a descoberta de suas capacidades e potencialidades; permite que sejam produtivos, interajam no ambiente de trabalho e contribuam com a sociedade, sentindo-se incluídos. Constatou-se que houve impactos positivos na vida de todos os sujeitos, relacionados ao resgate de valores como autoestima, autonomia e cidadania.

**PALAVRAS-CHAVE:** Educação Profissional. Pessoa com deficiência. Análise de conteúdo.

**RESUMEN:** Este artículo tiene como objetivo presentar, en la concepción de los graduados de personas con discapacidades (PwD) de la formación profesional, la contribución de esta formación a su inclusión en el mundo del trabajo. Se llevó a cabo una investigación exploratoria y descriptiva, con un enfoque transversal cualitativo. Los procedimientos fueron: investigación bibliográfica, documental y de campo. El guión de entrevista semiestructurada fue el instrumento aplicado en la recopilación de datos. Se llevaron a cabo 28 entrevistas con graduados de PwD de la formación profesional SENAI / SP y se aplicó la técnica de análisis de contenido. Se usó el software NVivo 12 para analizar los datos. Los resultados indican que, en la concepción de los graduados, la formación profesional les permite descubrir sus habilidades y potencialidades; les permite ser productivos, interactuar en el entorno laboral y contribuir a la sociedad.

**PALABRAS CLAVE:** Educación profesional. Persona discapacitada. Análisis de contenido.

## Introduction

The right of people with disabilities (PwD) is a topic that has been debated and discussed for a long time throughout society, but despite the achievements of recent years, there is still a situation of exclusion in relation to the basic rights of citizens around the world.

Various documents show that people with disabilities experience worse socioeconomic outcomes and greater poverty than non-disabled people (WHO, 2011); thus, disability is increasingly considered a human rights issue and that is why there is a worldwide concern about inclusion.

The United Nations Convention on the Rights of Persons with Disabilities (CRPD) (BRASIL, 2008) establishes in its article nineteen that people with disabilities should have the same right to live in the community, with the same freedom of choice as other people, and that countries will take effective and appropriate measures to facilitate these people to fully enjoy this right and their full inclusion and participation in the community.

Over the years, public policies and laws have been developed and enacted in Brazil to guarantee the right of people with disabilities (PwD) as citizens. In 2015 Law 13,146/15 - Brazilian Inclusion Law (LBI) - Statute of the person with disability was enacted. The LBI is based on the Convention on the Rights of People with Disabilities (BRASIL, 2008), which establishes, in its first article, that PwD are those people who have physical, intellectual or sensory impairments that can hinder or even obstruct their full participation in society.

It should be noted, however, that the effective practice of these instruments still leaves something to be desired, since it implies the breaking of resistance and, above all, the detachment of prejudices and cultural values that have long been ingrained in society. There is a need for an inclusive education, which enables the acquisition of knowledge, skills and attitudes for life, considering the four pillars of education, that is, knowing, knowing how to do, knowing how to live together and knowing how to be (DELORS, 1998).

According to Silva (2019), there are many facets of gender inequalities and these have several means of propagating the ideals of cultural and social division between men/boys and women/girls, these being reconfigured in society; we see today the great influence of media and electronic media such as smartphones, internet and advertising, which reinvent the ways in which inequality spreads and often give an air of overcoming, pointing to a female power that is far from being fully achieved.

Considering work as a possibility of realizing the right to social participation and the exercise of citizenship, this article presents, in the conception of people with disabilities, the contribution of vocational formation courses to employability.

### **Inclusion through Vocational Education**

The history of people with disabilities (PwD) in Brazil presented a similar path to the process in the rest of the world, starting with a phase of intolerance, where the person with disabilities was eliminated; then, a phase of invisibility, that is, the person with disability was segregated from social life and placed in host institutions; a phase of assistencialism, with civil organizations taking care of that person; and a last phase guided by human rights, a time when rights that guided social inclusion emerged, such as the social right to education and work. Even in this last phase, there was a period where the objective was to integrate people with disabilities and, currently, the objective is that there is indeed an inclusion of this individual in society. This objective will be achieved when we have an inclusive society, according to Sasaki (2010). For the same author (2010), the inclusive society

[...] it is that where society and people with disabilities seek to adapt each other with a view to equating opportunities and, consequently, a society for all. Inclusion [...] means that society must adapt to the needs of people with disabilities so that they can develop in all aspects of their lives (SASSAKI, 2010, p. 175).<sup>4</sup>

Many of these changes occur because people with disabilities are discovering themselves as People, first class citizens, who have limitations and not defects or diseases and who want to have the right to exercise their citizenship and build their identity. It is also clear that the elaboration of legal instruments, by itself, does not guarantee a change in society's attitude towards people with disabilities.

According to Minayo (2006), awareness in relation to the relevance of the topic as an agenda for health action starts with the pioneering issue of violence against children. Although there are some historical documents that show, since antiquity, a concern of society to regulate the provision of punishment and mistreatment in childhood, the first texts that link this type of violence with health come from Tardieu's surveys, in 1880. In the 1960s, through texts and debates, health professionals began to make systematic complaints about the various types of violence against children and adolescents, and their negative influence on the growth and development of victims. A decade after pediatricians Kempe et al. coined the expression "beaten baby syndrome", several professionals, in most countries, started to recognize and diagnose this type of disease as a health problem. Primary and secondary prevention programs and interventions, mainly in the family dynamics responsible for most of the aggressions, neglect and psychological abuse, were instituted in the list of services of public, private institutions and NGOs.

Social inclusion is a bilateral process in which people are still excluded, for whatever reasons, including disability, and society seeks, in partnership, to solve problems, find solutions and make equal opportunities available to all (SASSAKI, 2003). In this model, known as the social model of disability, the problems of the person with disabilities are in society, which is called to realize that it is these problems that cause the person with disabilities inabilities or disadvantages in the performance of their social role (SASSAKI, 2010).

According to Silva (2014), companies that propose to be inclusive should be willing to invest in assistive technologies, diagnosis of areas and possible adaptation activities. In addition to working on changes in administrative practices, they should promote actions to raise

<sup>4</sup> [...] é aquela onde a sociedade e a pessoa com deficiência procuram adequar-se mutuamente tendo em vista a equiparação de oportunidades e consequentemente, uma sociedade para todos. A inclusão [...] significa que a sociedade deve adequar-se às necessidades da pessoa com deficiência para que esta possa desenvolver-se em todos os aspectos de sua vida (SASSAKI, 2010, p. 175).

awareness and qualify staff to receive and effectively include people with disabilities. Cooperation is necessary for inclusion.

The 2010 Demographic Census, carried out by IBGE, counted 45,606,048 of Brazilians who declared they had some type of disability. According to Federal Decree 5,296/2004, disabilities can be classified as physical, hearing, visual, intellectual or multiple disabilities and were identified in the Census as follows: at least one of the disabilities 23.9%, visual impairment 18.6%, auditory 5.1%, motor 7% and intellectual 1.4%.

According to data from the 2017 Annual Social Information List (RAIS, Portuguese initials), out of a total of 46.3 million formal employment contracts, 441.3 thousand were declared as persons with disabilities, equivalent to 1.0% of the contingent formal jobs in Brazil. Table 1 shows the distribution of jobs by type of disability.

**Table 1 – Distribution of PwD Formal Jobs in 2017**

Type of Disability	Total (thousand)	(%)
<b>Physical</b>	212,9	48,24%
Hearing	83,2	18,85%
Visual	62,1	14,07%
Intellectual (Mental)	36,7	8,32%
Multiple	7,7	1,74%
Rehabilitated	38,7	8,77%
Total	441,3	100%

Source: Adapted from Ministry of Labor (MTb)/RAIS (2017)

Comparing the number of PwD in the country and the number of PwD with formal jobs, it appears that the access of PwD to the labor market is incipient. There are barriers that prevent or, at the very least, hinder PwD from exercising their right to work. Priority is given to the elimination of barriers and the accessibility of all, regardless of any characteristics associated with disabilities.

Garcia and Galvão Filho (2012) define that the issue of accessibility, especially for PwD, must be treated as “a fundamental right that allows full exercise of citizenship and access to other basic rights such as learning, communicating, work, play, etc.”<sup>5</sup> (GARCIA; GALVÃO FILHO, 2012, p. 60).

## Vocational Education and Employability

<sup>5</sup> “um direito fundamental que possibilita o exercício pleno da cidadania e o acesso a outros direitos básicos como aprender, comunicar-se, trabalhar, divertir-se, etc.”

The Law of Guidelines and Bases of National Education (LDB), instituted in 1996, establishes the guidelines and rules that guide Education in Brazil. In 2008 Law 11,741 was enacted, which brings a new wording to the LDB. Thereafter, the term Vocational Education is designated as Vocational and Technological Education (VTE). LDB, in articles 39 to 42, provides for the integration of VTE with the different levels and modalities of Education and the dimensions of work, science and technology. It also defines the scope of courses in this educational modality: initial and continuing formation courses or professional qualification; technical vocational education at high school level and technological vocational education at undergraduate and graduate levels, organized in such a way as to enable the continuous and articulated use of studies (BRASIL, 1996). Vocational education comes to be understood through a new dimension, focused on the personal and social development of the student and the demands of the world of work in permanent transformation (SALES; OLIVEIRA, 2011).

Sales e Oliveira (2011) asserts:

It is therefore necessary to build a process of socialization and qualification for work, through the appropriation of knowledge related to science, techniques, technologies and multiple cultures, essential to the world of work, which integrates new scientific and technological bases, and it demands, more and more, the intellectual development of workers (SALES; OLIVEIRA, 2011, p. 1).<sup>6</sup>

Lima and Cappelle (2013) state that each individual has a set of knowledge that is particular to him, the result of a history of previous learning opportunities and his personal characteristics; these particularities must be considered in the classroom to adopt adaptive measures that favor learning and promote inclusion.

It is not enough to be inserted in the labor market, it is necessary to be able to remain active in the world of work. Abbud (2017, p. 34) reflects that this scenario evokes a new order that “conceives, structures, organizes, thinks and signify ways of being professional”<sup>7</sup>, that is, its state of employability.

Alkmim (2015), in his bibliographic study on the concept of employability, identifies that there is no consensus on the term, being the object of controversies. Minarelli (1995, p. 11) describes it as the ability of the worker “to give and get a job for his knowledge, skills and

<sup>6</sup> É necessário, portanto, construir um processo de socialização e qualificação para o trabalho, por meio da apropriação de saberes relativos à ciência, às técnicas, às tecnologias e às múltiplas culturas, essenciais ao mundo do trabalho, que integra novas bases científicas e tecnológicas, e demanda, cada vez mais, o desenvolvimento intelectual dos trabalhadores (SALES; OLIVEIRA, 2011, p. 1).

<sup>7</sup> “concebe, estrutura, organiza, pensa e significa modos de ser profissional!”

attitudes intentionally developed by education and training, in tune with the needs of the labor market”<sup>8</sup>.

The conception of employability as an individual capacity is controversial, since this concept disseminates the idea that unemployment is associated with the supposed lack of preparation and the inadequacy of workers' qualification profiles in face of the new demands of the labor market, and not with the lack of job offers.

Education, however, appears as a common element in all conceptions about employability and is highlighted as a vitally important factor for the acquisition of the knowledge that the individual needs to remain active in the world of work, as highlighted by Alkmim (2015), the which is also observed for the student of special education.

## Method

This exploratory and descriptive research has a cross-sectional qualitative approach, from 21/08/2018 to 13/12/2018. The procedures used in the research were: bibliographic, documentary research, to survey documents related to the vocational formation programs of the National Service for Industrial Learning (SENAI), and in the field, to better understand the reality experienced by the egress student with disabilities in the search for their professional insertion and employability; was applied through interviews with graduates with disabilities from vocational formation courses at SENAI - São Paulo Regional Department (SENAI-SP).

The data were collected at SENAI - National Service for Industry Learning. A professional education complex, whose courses form professionals for 28 areas of Brazilian industry, from professional initiation to technological undergraduate and graduate courses. In the state of São Paulo, the SENAI network has 169 units, of which 95 are fixed schools and 74 are mobile. It is also a Vocational Education institution that receives PwD through the SENAI Inclusive Actions Program (PSAI), created in 1999 (SENAI, 2019; SENAI, 2019a). At the end of 2010, SENAI-SP created the *Incluir Program*, with the objective of investing in inclusive actions and supporting São Paulo industries in full compliance with the Quota Law (GIL, 2012).

28 interviews were conducted with the use of a semi-structured script for data collection, with the purpose of obtaining the opinions of graduates in real situations of employability. The interviews were recorded and transcribed in full in the Word® text editor (Office 2010) from Microsoft. Interviews with auditory PwD were made using a notebook and Microsoft's Word®

<sup>8</sup> “dar e conseguir emprego para os seus conhecimentos, habilidades e atitudes intencionalmente desenvolvidos pela educação e treinamento, sintonizados com as necessidades do mercado de trabalho”

text editor (Office 2010). All participants signed the Informed Consent Form and the Assignment of Rights on Oral Testimony, following the guidelines of the Resolution of the Ministry of Health number 466, of 12 December, 2012.

The Content Analysis technique was used to describe, interpret the contents of the interviews, help to reinterpret the messages and achieve an understanding of their meanings, at a level that goes beyond a common reading (BARDIN, 2016), using NVivo 12® Software (QSR International) to support and treat thematic categories. This software is designed to help organize, analyze and find information in unstructured or qualitative data such as: interviews, open research responses, articles, social media and web content (CAVALCANTI *et al.*, 2017).

### Analysis and discussion of results

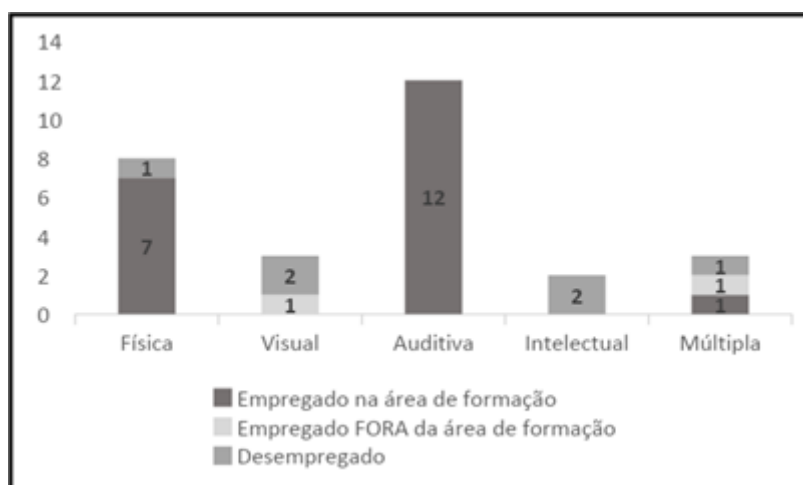
The data collected in the interviews enabled the organization of sociodemographic characteristics of the studied group. Regarding age, although the legislation does not limit the age for entering and staying in the Learning Programs for PwD, 46% of the students were young, aged between 18 and 24 years. There was a prevalence of males (57%), distributed across all age groups and types of disabilities. Data related to the type of disability show a prevalence of sensorimotor deficiencies (physical, auditory and visual), corresponding to 82% of the studied group.

Egress students participating in Industrial Learning Courses lasting 3 years form the group with the highest participation in the study (79%). These egress students participated, in several SENAI schools, in a specific project within the Learning Programs (*Meu Novo Mundo* Program), the end of which took place throughout 2018, thus facilitating contact, both with schools and the researcher.

Regarding the employment situation, there was a prevalence of egress employed in the area of professional training (71%); however, 25% of the studied group was still outside the world of work. For the exploration of the data, data related to the type of disability and the employment situation (figure 1) and the employment situation and the duration of the course were crossed.



**Figure 1** - Graph of Distribution of egress students by employment situation and type of disability<sup>9</sup>



Source: Research results

It is possible to highlight this result from the interviewees' reports:

*I was not hired after the course ended because the company said it was because of accessibility. My program, which is NVDA, is not accessible with their platform (E-03, visual, unemployed).<sup>10</sup>*

*I believe that the company preferred to keep the hearing, which, let's say, give a little less work. They [the company] are still a little afraid of people with visual impairments, for example, of suffering an accident, in the locomotion within the company, because it is not fully adaptable. Their fear is a little for that (E-25, visual, unemployed).<sup>11</sup>*

Analyzing the relation between the duration of the course and employability, it was found that the percentage of employees in the area of vocational formation who attended the program in one year corresponded to 67%, and the percentage of those who attended in 3 years 71%, with no relevant differences. The duration of the apprenticeship programs is defined according to the time needed to develop in the apprentice the skills for the performance of a professional profile (SENAI, 2018). Thus, it is justified that the variable duration of the course is not relevant in the employability of egress

### Thematic-categorical analyzes

<sup>9</sup> We read on the image: from left to right – Physical; Visual; Hearing; Intellectual; Multiple / Subtitles: Employed in the area of formation; Employed outside the area of formation; Unemployed.

<sup>10</sup> *Não fui contratada após o término do curso porque a empresa falou que foi por causa da acessibilidade. O meu programa que é o NVDA, não é acessível com a plataforma deles. (E-03, visual, desempregado).*

<sup>11</sup> *Acredito que a empresa preferiu ficar com os auditivos, que, vamos dizer assim, dão um pouquinho menos de trabalho. Eles [a empresa] ainda têm um pouco de receio das pessoas com deficiência visual, por exemplo, de sofrer algum acidente, na locomoção dentro da empresa, porque não tá totalmente adaptável. O medo deles é um pouco por isso. (E-25, visual, desempregado).*

The analysis of the data carried out during the material exploration phase generated empirical thematic categories, with the purpose of constituting answers or important clues to the objective of this study. For the Vocational formation category, the following subcategories emerged: i) benefits acquired by vocational formation, ii) inclusion in the school environment and iii) SENAI contributions to the employability of the subjects, described below:

### **Vocational formation**

According to Neves-Silva, Prais and Silveira (2015), the relation between inclusive education and labor inclusion is close. Inclusive education enables people with disabilities to live with others since childhood, favors an environment with less prejudice and discrimination and, consequently, inclusion. Inclusive education also encourages people with disabilities to interact with other individuals, thereby improving the relationship they will establish with society.

### **Benefits acquired through vocational formation**

As for the benefits acquired by vocational formation, as stated by Johann (2011), Vocational Education programs aim at the integral development of the human being, contemplating the emotional, cognitive, physical, social and political aspects, that is, they must go beyond professionalizing formation and contribute to the formation of social subjects (OLIVEIRA, 2017).

The contribution of formation in addition to vocational qualification can be seen by the identification of benefits for personal life by all egress interviewed and exemplified in the reports:

*Look, ... it brought me a lot like, I think more autonomy. Decision-making. I was very insecure. [...] The way to live with people, how to deal with people. It is the way of knowing how to deal with the other, how to differentiate from the other. I think I had a lot to overcome in this part (E-03, visual).<sup>12</sup>*

*For me it was a little shameful to try to change, my attitude was to be on the side to present work; it changed a little after the course and also another good*

<sup>12</sup> *Olha, ... me trouxe muito assim, acho que mais autonomia. Tomada de decisões. Eu era muito insegura. [...] A forma de conviver com as pessoas, como lidar com as pessoas. É a forma de saber lidar com o outro, como diferenciar do outro. Eu acho que tive muita superação nessa parte. (E-03, visual)*

*thing is that now I also help my mother at home [...] I had a change in certain attitudes, I realized that I can collaborate at home (E-06, hearing).<sup>13</sup>*

Therefore, the statements of Sales and Oliveira (2011) in relation to the new dimension of professional education, oriented to the personal and social development of the student and to the demands of the world of work in constant transformation, are ratified. The concept of autonomy, protagonism, new attitudes acquired from the formation received are evidenced in the reports:

*I started to gain autonomy, I earned my first little money. Being able to buy a backpack alone was the culmination of my life; after i participated in the program I saw the change. To gain autonomy and independence .... To gain autonomy, to take care of my things (E-04, physical).<sup>14</sup>*

*My life was more complicated ... After I started taking the course, it changed my life. I had no culture, I had no attitude, I had nothing. Now I want my life to be better. I want to go to college, I want to work, I want to do everything for my life now (E-05, hearing).<sup>15</sup>*

*First, people, for me, it was the one that had the greatest leverage. Because, for me, I didn't accept myself as a person with a disability. He looked at me and, no, I cannot accept that for my life [...]. It was difficult because I did not accept myself as disabled [...] it was a very good experience, being able to see people normal, being disabled for me is normal. People have preconceptions, there are, but it starts with me, I accept myself and other people, I do not care whether they accept it or not (E-14, hearing).<sup>16</sup>*

Regarding the benefits of professional life, the egress highlight the effectiveness of work in the area of formation and the acquisition of knowledge that will help in their future employability:

*The course helped me to become effective in this work [...]. The course and schools were a little push for us to start joining in and working alone and walking alone (E-04, physical).<sup>17</sup>*

*It's the opportunity to work, which I didn't have. A lot of things, but the opportunity is the best. Responsibility! (E-02, physical).<sup>18</sup>*

<sup>13</sup> Para mim foi um pouco vergonhoso tenta mudar, minha atitude era ficar do lado para apresentar trabalho; mudou um pouquinho depois do curso e também outra coisa boa é que agora eu também ajudo minha mãe em casa [...] Eu tive uma mudança de certas atitudes, eu percebi que posso colaborar dentro de casa. (E-06, auditiva)

<sup>14</sup> Eu comecei a ganhar autonomia, ganhei meu primeiro dinheirinho. Poder comprar uma mochila sozinho foi o ápice da minha vida; depois que eu participei do programa que eu vi a mudança. De ganhar autonomia e independência.... De ganhar autonomia, para cuidar das minhas coisas. (E-04, física)

<sup>15</sup> Minha vida era mais complicada... Depois que comecei a fazer o curso, mudou minha vida. Eu não tinha cultura, eu não tinha atitude, não tinha nada. Agora eu quero a minha vida melhor. Eu quero fazer faculdade, eu quero trabalhar, eu quero fazer tudo para minha vida agora. (E-05, auditiva)

<sup>16</sup> Primeiro, pessoal, para mim, foi o que teve maior peso. Porque, para mim, eu não me aceitava como uma pessoa com deficiência. Olhava para mim e, não, não posso aceitar isso para minha vida [...]. Foi difícil porque eu não me aceitava como deficiente [...] foi uma experiência muito boa de conseguir enxergar as pessoas normal, ser deficiente para mim é normal. As pessoas têm pré-conceito, tem, mas começa de mim, eu me aceitar e as outras pessoas não importa se aceitar ou não. (E-14, auditiva)

<sup>17</sup> O curso me ajudou a me efetivar nesse trabalho [...]. O curso e as escolas foram um empurrãozinho para a gente começar a entrar e trabalhar sozinho e caminhar sozinho. (E-04, física)

<sup>18</sup> É a oportunidade de trabalhar, que eu não tinha. Um monte de coisas, mas a oportunidade é a melhor. Responsabilidade! (E-02, física)

*There was a lot that I already knew, but I learned a lot more [...]. It helped to think about my business (E-09, multiple).<sup>19</sup>*

*It helped a lot for the future, in the present. What I studied here I will be able to apply in a job in the future (E-10, intellectual).<sup>20</sup>*

*From the moment we start interning at the company, we know how it works, what the process is, teamwork, partnership, and as a person, you feel more independent, more autonomous, you have your own money to do your thing, [...]. Don't be depending on other people (E-13, physical).<sup>21</sup>*

Although the term “employability” was not directly mentioned by any of the egress as a result of vocational formation, it is possible to state, as proposed by Alkmim (2015), that education, which appears as a common element in all conceptions of employability, is in fact a source of substantial importance for the acquisition of the knowledge that the individual needs to remain active in the world of work.

The result of this analysis was demonstrated by means of a hierarchical word tree, which was subdivided into two subclasses of similar words (subclasses A and B). To enrich the understanding, in front of each word, some of the speeches of the students associated with this term were indicated, in addition to Pearson's correlation coefficient.

In subclass A, illustrated in figure 2, the words evoke the acquisition of knowledge and attitudes. The knowledge is related to the profession and, thus, to the opportunity to work. But the formation goes further, and the course provided the opportunity to acquire new attitudes, which resulted in autonomy, independence and decision-making possibilities.

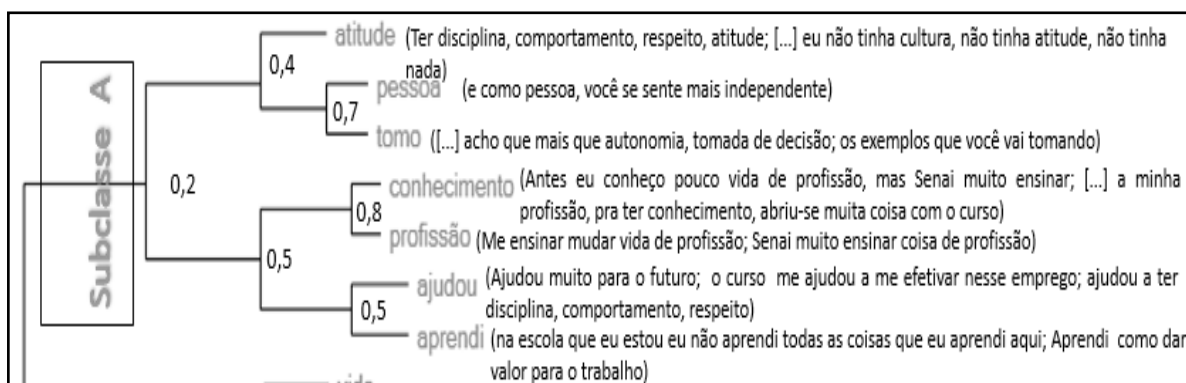
**Figure 2** – Hierarchical tree of words by similarity - Subcategory “Benefits acquired by vocational formation” - Subclass A <sup>22</sup>

<sup>19</sup> *Teve muita coisa que eu já sabia, mas eu aprendi muito mais [...]. Ajudou a pensar no meu negócio. (E-09, múltipla).*

<sup>20</sup> *Ajudou muito para o futuro, no presente. o que eu estudei aqui vou conseguir aplicar num emprego no futuro. (E-10, intelectual).*

<sup>21</sup> *A partir do momento em que a gente começa a estagiar na empresa, a gente sabe como funciona, qual é o processo, o trabalho em equipe, a parceria, e como pessoa, você se sente mais independente, mais autônoma, tem seu próprio dinheiro para fazer suas coisas, [...]. Não ficar dependendo de outras pessoas. (E-13, física).*

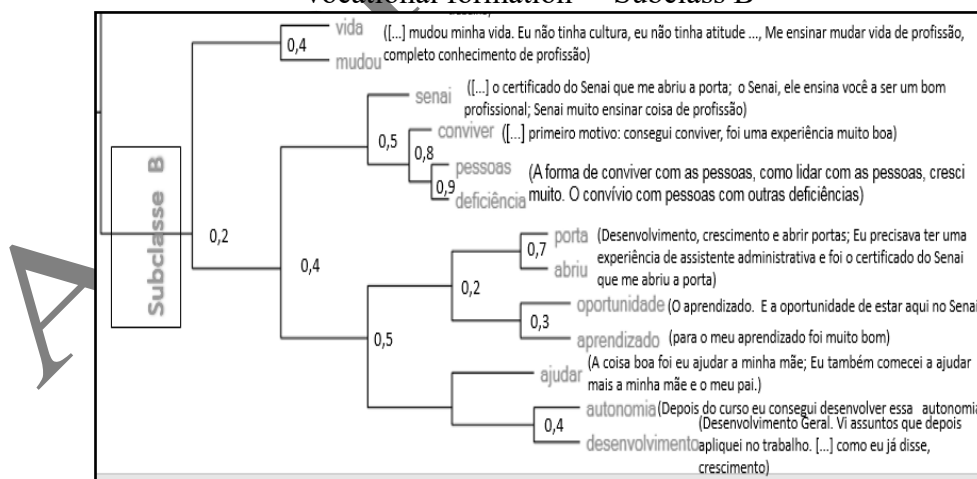
<sup>22</sup> We read on the image: Left square – Subclass A / From top to bottom – Attitude (Have discipline, behavior, respect, attitude, [...] I didn't had culture, didn't had attitude, I had nothing. – person (and as person, you fell more independent) – make ([...] I think that is more autonomy, decision making; the examples you are making) – knowledge (Before I know little professional life, but Senai teach much; [...] my profession, to have knowledge, many things were opened with the course) – profession (Teach me how to change life of profession, Senai teach much things of profession) – helped (it helped a lot for the future. The course helped me to be hired in this job; helped to have discipline, behavior, respect) – learned (in school that I am I didn't learned all the things that al learned here; I learned how to value the work).



Source: research result, using QSR NVivo version 12

Subclass B, illustrated in figure 3, shows important changes in their lives: the course made it possible for people with various types of disabilities to live together in the same formation environment; were exposed and had the opportunity to discover their individual and group capacities and potential; in addition, the knowledge acquired and the recognition of the industries due to the formation offered by SENAI opened doors for their rise to the world of work and opportunity for effective employment. To these learnings, the development of autonomy and independence is added.

**Figure 3** – Hierarchical tree of words by similarity - Subcategory “Benefits acquired by vocational formation” - Subclass B<sup>23</sup>



Source: research result, using QSR NVivo version 12

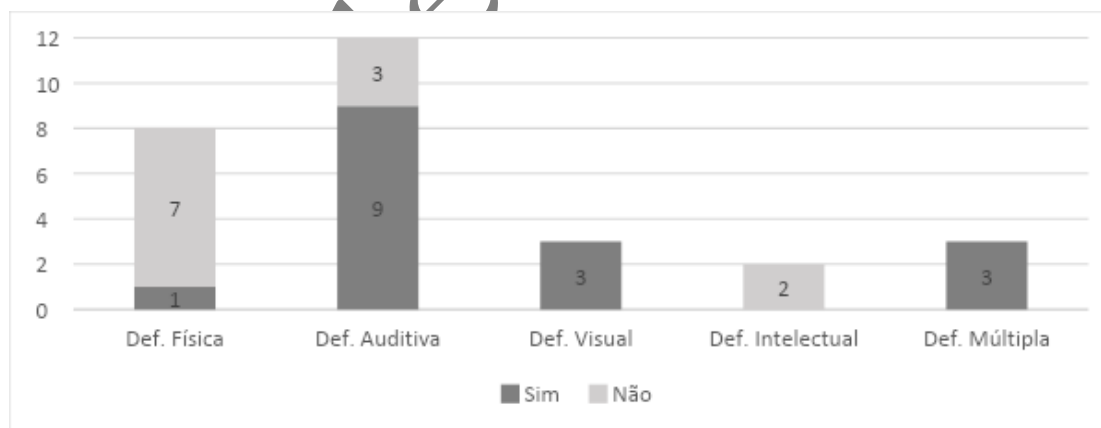
<sup>23</sup> We read on the image: Left squares – Subclass B / From top to bottom – life, change (([...] it changed my life. I had no culture, I had no attitude ..., Teach me to change my life of profession, complete knowledge of profession) – senai ([...] the Senai certificate that opened doors for me; Senai, it teaches you to be a good professional; Senai much teach things of profession) – coexist – ([...] first reason: I could coexist, was a very good experience) – people, disability (The way of coexisting with people, how to deal with people, I grown a lot. The coexistence with people with other disabilities) – door, opened (Development, growing and open doors; I had to have an experience as management auxiliary and was the Senai certificate that opened that door for me) – opportunity (The learning. And the opportunity to be here in Senai) – learning (For my learning it was very good) – help (The good thing was me helping my mother; I also started to help more my mom and dad.) – autonomy (After the course I was able to develop this autonomy) – development (General development. I saw themes that I could later apply in my work. [...] as I already said, growing).

The right to the professionalization of young people and the role of society in guaranteeing these rights should be highlighted, as established by articles 205 and 227 of the 1988 Federal Constitution and article 1. LDB. According to article 53 of Federal Decree no. 9,579/2018, vocational learning is primarily aimed at young people between 14 and 18 years of age who are seeking qualification for their first job and who are attending high school, if they have already completed elementary school, subject to legal exceptions. Aranha (2001, p. 170) recalls that “there is no point in providing equal opportunities if society does not guarantee the access of people with disabilities to these opportunities”<sup>24</sup>. In other words, more than the fight for equality, equity should be sought.

### Inclusion in the school environment

In order to verify how inclusion occurred in the school environment, egress were asked about the difficulties they had during the learning period and whether it was necessary to use some type of support or adaptation to follow the course, as shown in figure 4.

**Figure 4** – Graph of the distribution of graduates by type of disability and need for support during the course<sup>25</sup>



Source: research result

The group of egress who reported the need for more support is concentrated in those with hearing impairment (56%); hearing impaired PwD without orality reported difficulties related to communication and, in some specific situations, the lack or difficulty of the LIBRAS interpreter;

<sup>24</sup> “não adianta prover igualdade de oportunidades, se a sociedade não garantir o acesso da pessoa com deficiência a essas oportunidades”

<sup>25</sup> We read on the image: From left to right – Physical disability; Hearing disability; Visual disability; Intellectual disability; Multiple disabilities / Subtitles: Yes; No.

those with orality, reported that communication difficulties were mitigated with actions related to their positioning in the classroom, the use of assistive technology resources (FM systems for egress with cochlear implants or the use of individual hearing aids), when necessary, and the care of the teacher to speak slowly and always facing them. Regarding the contents taught, mathematical concepts and computer applications were cited:

*It wasn't even difficult in the subject, it was difficult to use the computer, because until then I didn't have much knowledge. But it also took off, so I got it, because if you keep wondering, will I make it? But I soldier on, I can't even say it was a difficulty, it was insecurity. I didn't find it difficult to study (E-03, visual).<sup>26</sup>*

*There was no Braille material. I got home, and all my stuff, there's a lot of material in Braille, from Senai, because I prepared it, I did it. (E-03, visual).<sup>27</sup>*

*For me it's math, I don't know anything about math. I had support: I used FM, sat closer to the teacher and the teacher always spoke looking straight at the students and slowly (E-05, hearing).<sup>28</sup>*

*I have more difficulty understanding the subject of mathematics, sometimes I keep asking the teacher what a subject is. [...] I understand better listen more. I had support: I used FM, sat closer to the teacher and the teacher always spoke looking straight at the students and slowly (E-08, hearing).<sup>29</sup>*

*Logical reasoning and communication. I used a foot support and help from the teacher (E-11, multiple).<sup>30</sup>*

*I had more difficulty in calculations, percentage, these things. And public presentation. I had to introduce myself, I overcame myself here. Because I was traumatized by public speaking (E-13, physical).<sup>31</sup>*

*Lack of interpreter, teacher knows little LIBRAS. I needed the LIBRAS interpreter (E-15, hearing).<sup>32</sup>*

*Failure to communicate. I had the need for the LIBRAS interpreter (E-18, hearing).<sup>33</sup>*

<sup>26</sup> *Nem era dificuldade na matéria, era dificuldade no uso do computador, porque até então eu não tinha muito conhecimento. Mas também deslanchou, assim eu peguei, porque se fica se perguntando será que eu vou conseguir? Mas eu peguei e fui, nem posso dizer que foi uma dificuldade, foi uma insegurança. Dificuldade de estudar não achei, não. (E-03, visual).*

<sup>27</sup> *Não tinha material em Braille. Eu chegava em casa, e todas as minhas coisas, tem um monte de material em braille, daqui do Senai, porque eu preparei, eu fiz. (E-03, visual).*

<sup>28</sup> *Para mim é matemática, eu não entendo nada de matemática. Eu tinha suporte: usava FM, sentava mais próxima da professora e a professora sempre falava olhando de frente para os alunos e devagar. (E-05, auditiva).*

<sup>29</sup> *Eu tenho mais dificuldade de entender a matéria de matemática, às vezes eu fico perguntando para professora o que é um assunto. [...] Eu entendo melhor mais ouvir. Eu tinha suporte: usava FM, sentava mais próxima da professora e a professora sempre falava olhando de frente para os alunos e devagar. (E-08, auditiva).*

<sup>30</sup> *Raciocínio lógico e comunicação. Eu usava um suporte para os pés e ajuda da professora. (E-11, múltipla).*

<sup>31</sup> *Tive mais dificuldade em contas, porcentagem, essas coisas. E apresentação em público. Tinha que apresentar, inclusive, eu me superei aqui. Porque eu tinha trauma de falar em público. (E-13, física).*

<sup>32</sup> *Falta de intérprete, professora sabe pouco libras. Eu necessitava do intérprete de libras. (E-15, auditiva).*

<sup>33</sup> *Falta de comunicar. Tinha a necessidade do intérprete de libras. (E-18, auditiva).*

The egress with oral hearing impairment, multiple and intellectual disabilities pointed out as the greatest difficulty issues related to logical and mathematical reasoning and Portuguese, which may be related to low education or poor quality of basic education, since they all belong to the group of the Meu Novo Mundo program, whose educational deficiencies were detected during educational diagnostic assessments and, as a result, the formation was planned in 3 years.

Studies show that these people have greater difficulties in skills that require attention, memory, reasoning, generalization and abstraction, therefore having specific needs for learning, which should have been met by a basic education that provides pedagogical and accessibility resources that eliminate the barriers to their full participation in the school (BRASIL, 2014a).

The hierarchical analysis of words by similarity, calculated by Pearson's correlation coefficient, used to aid in the interpretation of this subcategory, also generated 2 subclasses of words by similarity (subclasses A and B). To enrich the understanding, in front of each word, some of the speeches of the students associated with each of the terms were indicated.

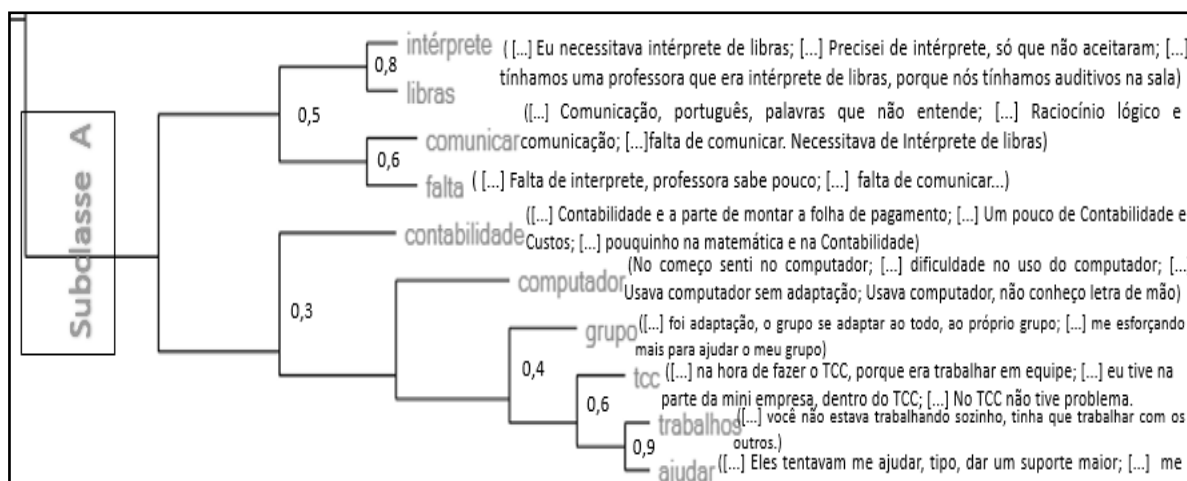
As indicated by the reports, in subclass A there are words related to the obstacles encountered during the formation period; in subclass B, in turn, the words refer to the resources and strategies used to mitigate these difficulties, with the teacher being a fundamental character in the process.

Figure 5 shows a section of the hierarchical word tree and contains Subclass A: the obstacles experienced during the formation are highlighted.

**Figure 5** – Hierarchical tree of words by similarity - Subcategory “Inclusion in the school environment” - Subclass A<sup>34</sup>

<sup>34</sup> We read on the image: Left square – Subclass A / From top to bottom – interpreter, libras ([...] I needed the LIBRAS interpreter; [...] I needed the interpreter, but they didn't accept; [...] we had a teacher who was a LIBRAS interpreter, because we had hearing impaired in the classroom) – communicate ([...] communication, Portuguese, words that don't understand; [...] Logical reasoning and communication; [...] lack of communication. I needed the LIBRAS interpreter) – lack ([...] lack of interpreter, teacher know little; [...] lack of communication...) – accounting ([...] accounting and the and the part of setting up the payroll; [...] A little of Accounting and Costs; [...] a little in mathematics and Accounting) – computer (In the beginning I felt in the computer; [...] difficulty in the use of the computer; [...] I used the computer without adaptation; I used the computer, I do not know hand written letters) – group ([...] it was adaptation, the group adapt itself to the whole, to the own group; [...] I made an effort to help more my group) – conclusion work (tcc) ([...] time to do the TCC, because it was working in teams; [...] I was in the part of the mini company, within the TCC; [...] I didn't had problems in the TCC.) – works ([...] you were not working alone, you had to work with the others.) – help ([...] They tried to help me, like, give me a better support;)





Source: research result, using QSR NVivo version 12

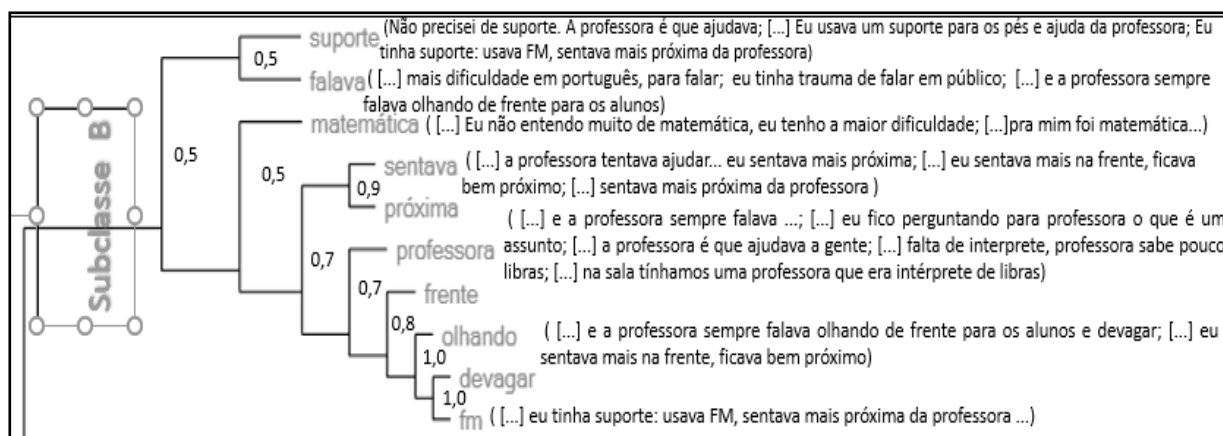
The main difficulty recurrently reported is related to communication barriers. For egress with hearing impairment without orality, the LIBRAS interpreter appears as a problem and solution: some egress reported a lack of interpreter or interpreters without adequate qualification; others, however, emphasized the existence of interpreters throughout the formation.

Technology tools, which can be used as adaptive resources, were initially indicated as obstacles, but, for egress who used them, it became an aid tool in the learning process. Teamwork was also reported as difficulties due to the need for time to adapt and knowledge of the characteristics of each fellow in the course and the effort to be demanded to fulfill team activities. The practice of carrying out all group activities denotes the concern with a space for experiencing values such as respect, commitment, adaptation, found in the statements of some of the egress.

Figure 6 shows a section of the hierarchical word tree and contains Subclass B: the correlations indicated here refer to the resources and strategies used to mitigate the correlated obstacles in subclass A.

**Figure 6** – Hierarchical tree of words by similarity - Subcategory “Inclusion in the school environment” - Subclass B<sup>35</sup>

<sup>35</sup> We read on the image: Left square – Subclass B / From top to bottom – support (I didn't needed support. The teacher was the one helping; [...] I used a foot support and the help of the teacher; I had support: used FM, sat closer to the teacher) – spoke ([...] more difficulty in Portuguese, to speak; I had trauma of speaking in public; [...] and the teacher always spoke looking directly to the students) – mathematics ([...] I don't understand a lot of math, I have the greatest difficulty; [...] to me was math...) – sit, closer ([...] the teacher tried to help... I sat closer; [...] I sat ahead, I stayed very close; [...] I sat closer to the teacher) – teacher ([...] and the teacher always speak ...; [...] I keep asking the teacher what is a subject; [...] the teacher was who helped us; [...] lack of interpreter, teacher know little of LIBRAS; [...] we had a teacher who were LIBRAS interpreter in the classroom) – front, looking, slow ([...] and the teacher always speak slowly and looking directly at the students; [...] I sat more ahead, was very close) – fm ([...] I had support: used FM, sat closer to the teacher...).



Source: research result, using QSR NVivo version 12

In addition to the obstacles listed in subclass A, this group of words correlates cognitive difficulties associated with mathematical languages and logical reasoning, as indicated in the word cloud presented previously in figure 5, with the support and resources of assistive technology and pedagogical strategies that were used in the formation. It is noted that, for egress, the presence and participation of trained teachers was perceived as a differential in the learning process during the course.

Each person with a disability has characteristics that are very particular to them, as they are related to their life history, autonomy and their way of learning, and must be considered and treated in the educational process. In line with Lima and Cappelle (2013), we understand that it is not the existence of support and adaptation resources that will guarantee an inclusive school, but the attendance of the needs required by the student, in his particularity, having a disability or not.

To meet this context, it is necessary to have teachers who are committed and invest in the potential of each student; thus, more than an instructor, the teacher must act as a facilitator of the learning process. The teacher is challenged to develop skills to plan the participation of all students, to support their learning, without providing predetermined answers, but motivating them to be actively involved in understanding their experiences (SENAI, 2015).

Bearing in mind that the inclusive education process is very recent, it can be inferred from the data analyzed that, even with failures during the formation period, egresses were exposed to an inclusive educational environment.

### Contributions of SENAI Professional Education in the employability of egresses

According to Assis (2012), the school plays an important role in the formation of human beings, regardless of having or not disabilities. For people with disabilities, the type of formation

received in Vocational Education will enable them to recognize themselves as a social subject, since they can, through work, be socially and civilly constituted. Thus, Vocational Education institutions “must provide students with meaningful forms of learning, preparing them for life and insertion in society in general”<sup>36</sup> (ASSIS, 2012, p. 26).

During the interviews, when exposing their conceptions about their employability, a large part of the sample characterized the actions of the Industrial Learning Courses at SENAI-SP as a differential in their formation process. It is also evident the recognition of the quality of the course and the importance given by formation in the employability of graduates:

*See how the employee behaves in the company, how the company behaves with the employee, here at SENAI we work a lot on this. Very good, SENAI is wonderful. He works a lot with this, education, [...] He shows, he talks, he makes it very clear how the company has to treat the employee and makes it very clear how the employee has to behave inside the company (E-02, physical).<sup>37</sup>*

*[...] This opportunity for people with disabilities, addressed to the professional world, is very important, because it gave importance to us, because before we did not have that importance. We didn't have any importance for the company, you handing in the curriculum, you were never called because you have a disability, and you don't have accessibility [...]. If you become unemployed today and tomorrow you are already looking for and having on your resume that you graduated from SENAI, you are immediately hired, for sure. [...] What I think is most important in relation to the formation of SENAI I think is the discipline, posture, the content itself (E-13, physical).<sup>38</sup>*

*[...] I realized that when I put SENAI on my resume, it opened many doors. In addition to what I learned, it opened many doors. It was a positive point too. I believe in SENAI (E-14, hearing).<sup>39</sup>*

*[...] the name SENAI is very strong, so it opens doors, because, for example, when I arrived here to compete for the vacancy, that was what opened the door for me. Because I needed to have an experience as an administrative assistant and it was the Senai's certificate that opened the door for me here, otherwise I wouldn't have gotten that job (E-22, physical).<sup>40</sup>*

<sup>36</sup> “devem proporcionar aos educandos formas de aprendizagens significativas, preparando-os para a vida e para a inserção na sociedade em geral”

<sup>37</sup> *Ver como o funcionário se comporta na empresa, como a empresa se comporta com o funcionário, aqui no SENAI se trabalha muito isso. Muito bom, o SENAI é maravilhoso. Ele trabalha muito isso, a educação, [...] Ele mostra, ele fala, deixa bem claro como que a empresa tem que tratar o funcionário e deixa bem claro como que o funcionário tem que se comportar dentro da empresa. (E-02, física).*

<sup>38</sup> *[...] Essa oportunidade para pessoas com deficiência, endereçada para o mundo profissional, é muito importante, porque deu importância à gente, porque antes a gente não tinha essa importância. A gente não tinha importância para empresa, você entregando o currículo, você nunca era chamada porque tem deficiência, e não tem acessibilidade [...]. Se você ficar desempregada hoje e amanhã já for procurar e ter no seu currículo que você se formou no SENAI, de imediato você é contratada, com certeza. [...] O que acho mais importante em relação à formação do SENAI acho que é a disciplina, postura, o próprio conteúdo. (E-13, física).*

<sup>39</sup> *[...] Eu percebi que quando coloquei o SENAI no meu currículo, abriu muitas portas. Além do que eu aprendi, abriu muitas portas. Foi um ponto positivo também. Eu acredito no SENAI. (E-14, auditiva).*

<sup>40</sup> *[...] Jo nome SENAI é muito forte, então abre portas, porque, por exemplo, quando eu cheguei aqui para concorrer à vaga, foi o que me abriu a porta. Porque eu precisava ter uma experiência de assistente administrativa e foi o certificado do Senai que me abriu a porta aqui, senão não teria conseguido esse emprego. (E-22, física).*

*It helped to get work. SENAI was the gateway. General Development. I saw subjects in the course that I later applied at work [...]. And besides SENAI, is very strict in the sense of discipline [...]. It is the discipline that keep it there [...]. And it is a technical education, the methodology [...]. SENAI had a structure to serve everyone (E-27, physical).<sup>41</sup>*

It stands out in the reports refers to the qualification of teachers, who understand that they have been qualified to teach classes for people with disabilities:

*I think they [teachers] were very capable, very wise, and left nothing to be desired [...]. Teachers were trained to teach classes for PwD (E-01, physical).<sup>42</sup>*

*When I went to do the assistant I was already finishing college, I was in the last year of college, but still, I only commented with the professor at SENAI. They pass the subject in college, and the course, it brought me much more knowledge (E-22, physical).<sup>43</sup>*

*You grow a lot, you mature very quickly, I believe that without the course, I don't know, you have a different attitude in the service [...]. And the examples that you take, that I remember taking when I was an apprentice, today I continue with the same attitude (E-24, visual).<sup>44</sup>*

*In the course we did the technical part, the practical part and the part of our feelings. We used to say: what do you want for the future? The computer teacher even made some videos (E-28, intellectual).<sup>45</sup>*

It is understood that these actions are in line with the application of an inclusive education system, which values the valorization of students' potentials at the expense of their disabilities. Some graduates brought in their speech examples of the institution's care for inclusive professional education:

*SENAI has always opened doors for PwD. He is wonderful, they really meet your needs. Like here, there wasn't a rent wagon to leave [...]. SENAI went after a company, got a rental [...] at no cost to the student [...] there are few institutions that offer direct to PwD. It is the essential. To engage you in the work environment, because it is very sad that you join a company that says, we accept PwD, but it has to be within our criteria. And not SENAI, it managed to put everyone there (E-23, hearing).<sup>46</sup>*

<sup>41</sup> *Ajudou a conseguir trabalho. SENAI foi a porta de entrada. Desenvolvimento Geral. Vi assuntos no curso que depois apliquei no trabalho [...]. E fora que o SENAI, ele é bem rígido no sentido de disciplina [...]. É a disciplina que mantém ali [...]. E é um ensino técnico mesmo, a metodologia [...]. O SENAI tinha uma estrutura para atender todo mundo. (E-27, física).*

<sup>42</sup> *Eu acho que eles [professores] foram muito capazes, muito sábios, e não deixou a desejar em nada [...]. Os professores foram treinados para dar aulas para PcD. (E-01, física).*

<sup>43</sup> *Quando eu fui fazer o assistente eu já estava terminando a faculdade, eu estava no último ano da faculdade, mas assim, eu só comentava com a professora do SENAI. Eles passam na faculdade a matéria, e o curso, ele me trouxe muito mais conhecimento. (E-22, física).*

<sup>44</sup> *Você cresce muito, você amadurece muito rápido, acredito eu que sem o curso, sei lá, você tem uma postura diferente no serviço [...]. E os exemplos que você vai tomando, que eu que lembro que tomava quando eu era aprendiz, hoje em dia eu continuo com a mesma atitude. (E-24, visual).*

<sup>45</sup> *Lá no curso a gente fazia a parte técnica, a parte prática e parte dos nossos sentimentos. A gente falava: o que você quer pro futuro? A professora de informática até fez uns vídeos. (E-28, intelectual).*

<sup>46</sup> *O SENAI sempre abriu as portas para os PcD. Ele é maravilhoso, eles suprem a sua necessidade mesmo. Que nem aqui antes não tinha fretado para ir embora [...]. O SENAI foi atrás de uma empresa, conseguiu um fretado [...] sem custo nenhum para o aluno [...] são poucas instituições que oferecem direto para PCD. É o essencial. Para engrenar você no ambiente de trabalho, porque é muito triste você entrar*

*[...] the school tried to make us not feel left out and show them that we was no different, we was the same, so much so that there is an example, there was a football championship there, and they started making fun of us because our class was going to participate [...]. This revolted a lot of people, so much so that they canceled the tournament and called the people in charge to talk [...] and then it really showed that, SENAI's way of dealing is, it is very professional, regardless of age, you have to be mature, know what you are doing [...] because it is not right to do so (E-24, visual).<sup>47</sup>*

*SENAI had a structure to serve everyone [...]. SENAI got us a transport [...] SENAI got an exclusive bus for us, there were six, eight people on the bus alone, they got it from the City Hall [...] (E-27, physical).<sup>48</sup>*

By hierarchical analysis of words by similarity, it was possible to identify the prevalent themes in the units of record and context presented throughout this topic and related in two subclasses of similar words (subclasses A and B). To enrich the understanding, in front of each word, some of the speeches of the students associated with each of the terms were indicated.

As indicated by the reports, in subclass A there are related words that support, in the view of the graduates, the contribution of formation to employability; in subclass B, the correlated words indicate, in the conception of the graduates, the valorization of actions carried out by SENAI for people with disabilities.

Figure 7 shows the cut out of the hierarchical word tree referring to Subclass A: contributions to employability.

**Figure 7** – Hierarchical tree of words by similarity - Subcategory “Contributions of SENAI's vocational education to the employability of graduates” - Subclass A<sup>49</sup>

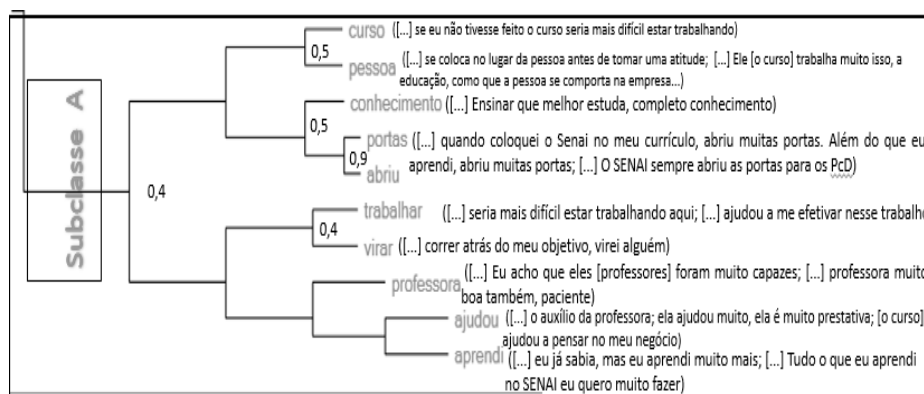
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*numa empresa que fala, a gente aceita PcD, mas tem que ser dos nossos critérios. E o SENAI não, ele deu um jeito de colocar todo mundo lá. (E-23, auditiva).*

<sup>47</sup> *[...] a escola tentava fazer com que nós não se sentisse excluídos e mostrar para eles que nós não era diferente, nós era a mesma coisa, tanto que tem um exemplo, estava tendo um campeonato de futebol lá, e começaram a zoar porque a nossa classe ia entrar [...]. Isso revoltou muita gente, tanto é que cancelaram o torneio e chamaram os responsáveis para conversar [...] e aí mostrou mesmo que, que o modo do SENAI lidar é, é bem profissional, independente da idade você tem que ter a maturidade, saber o que você está fazendo [...] porque não é certo fazer isso. (E-24, visual).*

<sup>48</sup> *O SENAI tinha uma estrutura para atender todo mundo [...]. O SENAI conseguiu um transporte pra gente [...] o SENAI conseguiu um ônibus exclusivo pra nós, iam seis, oito pessoas só no ônibus, conseguiram com a Prefeitura [...]. (E-27, física).*

<sup>49</sup> We read on the image: Left square – Subclass A / From top to bottom – course ([...] if I haven't done the course would be very difficult to be employed) – person ([...] put yourself in the place of the other before taking an action; [...]) It [the course] work a lot with it, the education, how the person behave in the company) - knowledge ([...] teach that is better to study, complete knowledge) – doors, opened ([...] when I put Senai in my curriculum, many doors opened. Besides of what I learned, opened many doors; [...]) SENAI always opened doors for PwD) – work ([...] would be harder for me to be working here; [...]) it helped me to get hired in this work) – turn ([...] chase my goal, I became someone) – teacher ([...] I think they [teachers] were really capable; [...]) very good teacher as well, patient) – helped ([...] the support from the teacher; she helped a lot, she is very attentive; [the course] helped me think of my business) – learned ([...] I already knew, mas I learned a lot more; [...]) Everything that I learned in the SENAI I really want to do).



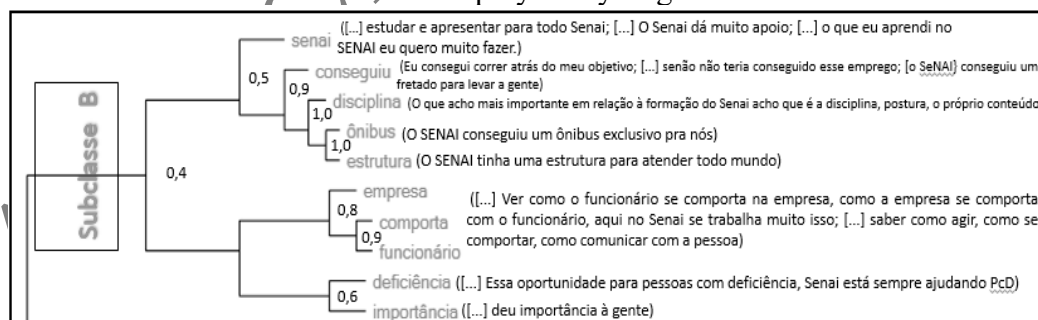
Source: research result, using QSR NVivo version 12

The correlation of words in this subclass raises the contribution that vocational formation has in the employability of graduates: the course enabled the acquisition of knowledge that “opened doors” to the world of work, for their empowerment as a citizen, manifested in the expression “becoming someone”.

There is recognition of the methodology used by SENAI, in the figure of the teacher, mediator and facilitator in the learning process and trained for the education of PwD.

Figure 8 shows the clipping of the hierarchical word tree referring to Subclass B: valuation of SENAI's actions for people with disabilities.

**Figure 8** – Hierarchical tree of words by similarity - Subcategory “Contributions of SENAI's vocational education to the employability of graduates” - Subclass B<sup>50</sup>



Source: research result, using QSR NVivo version 12

The correlated words in this subclass allow inferring, in the conception of the graduates, from their reports, the valorization of actions that were carried out by SENAI-SP, throughout the formation, in order to provide students with better conditions for learning.

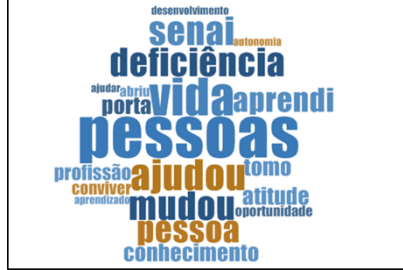
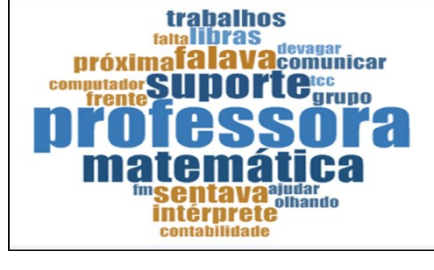

<sup>50</sup> We read on the image: Left square – Subclass B / From top to bottom – senai ([...] to study and present it to the whole of Senai; [...] Senai gives a lot of support; [...] what I have learned in SENAI I really want to do) – achieved (I was able to chase my objective; [...] otherwise I wouldn't get this job; [SENAI] got us a transport to take us) – discipline (I think the most important regarding the SENAI's formation is the discipline, attitude, the content itself) – bus (SENAI got a bus exclusive to us) – structure (SENAI had a structure to support everyone) – company, behave, employee ([...] See how the employee behave in the company, how the company behave with the employee, SENAI work it thoroughly; [...] know how to act, how to behave, how to communicate with the person) – disability ([...] this opportunity for PwD, Senai is always helping PwD) – relevance ([...] it made us relevant).

The accessibility conditions (buses) provided by the institution, the resources and the methodology made available for formation were valued, in order to meet the needs of each student, and the seriousness of the program, referenced in the words structure and discipline, in addition to the experience of labor practice, allowing students to understand the dynamics of the world of work, with their rights and duties as a professional. Through these actions, it is perceived, by this group of graduates, the importance given to PwD by SENAI-SP.

The contribution of vocational education, especially SENAI-SP Industrial Learning courses, to the employability of people with disabilities is notorious, as “it can help people to develop the skills required by life and the world of work, because, the good professional, is not only interested in the development of professional skills, but also in general skills that guarantee the formation of an integral and committed human being”<sup>51</sup> (ZANOTE, 2011, p. 136).

- Word Clouds

With the aid of the NVivo 12 software, word clouds were built in order to identify the main words related to the categories that are now synthesized:

<p><b>Figure 9</b> – Word cloud related to the benefits of vocational formation in the opinion of graduates</p>	<p><b>Figure 10:</b> Word cloud related to the difficulties encountered in the course of vocational formation in the opinion of graduates</p>	<p><b>Figure 11</b> – Word Cloud– Conceptions of graduates about the Contributions of Vocational Education of SENAI in employability</p>
		

Source: research result, using QSR NVivo version 12

It is possible to infer, from the considerations made, that the law can guarantee the insertion of people with disabilities in the labor market, but the inclusion of this subject is a more complex process, which requires breaking down barriers of all kinds, allowing equality

<sup>51</sup> “pode ajudar as pessoas a desenvolver as competências requisitadas pela vida e pelo mundo do trabalho, já que, para o bom profissional, interessa não somente o desenvolvimento de competências profissionais, mas também de competências gerais que garantam a formação de um ser humano íntegro e comprometido”

of opportunities for PwD, in order to them to be accepted by other employers and that their work is recognized, valued and makes sense in organizations.

### **Final considerations**

This article aimed to present, in the conception of PwD graduates from vocational formation courses, the contribution of vocational education for their inclusion in the world of work.

It is understood that this objective was achieved insofar as it was possible to identify that, on the date of the interview, 71% of the graduates were employed in their vocational formation area; 4% of the graduates were employed, but in different areas of their vocational formation, and 25% of the graduates were still out of the formal job market after completing their vocational formation.

In particular, with regard to inclusion in the world of work, it is necessary to break barriers so that they are recognize themselves and be recognized as an integral part of the productive society. PwD are still seen as unable to produce, an issue often associated with a lack of professional qualification and capacitation. Thus, it is understood that vocational education and formation can contribute to a change in this scenario of exclusion; in particular, quality vocational education.

Despite the existence of legal instruments available in the country to facilitate access and permanence for people with disabilities to school and work, the instruments alone are not sufficient to eliminate the barriers imposed on this public. It is necessary to deepen and disseminate practices that, in fact, enable the experiences of inclusion in education and work for PwD. Through this research, it is evident that educational institutions that comply with the law with rigor and seriousness raise more inclusive environments, where students with the most varied characteristics can live and develop their potential and capabilities.

It is observed that in the vocational formation offered to this group of subjects, in addition to the acquisition of knowledge and skills, the great differential was the possibility of recovering their self-esteem, through the recognition of their potentialities and capacities, the rescue of their citizenship. This is only possible through living in an inclusive environment, which permeates the classroom and spreads throughout the school environment. The formation and qualification of all the people involved in the educational process, the genuine concern with the individual need and with living together as a group is also a differential that must be considered when thinking about inclusive vocational education.



The interviewed subjects indicated that the formation received is a key part of their development process. For those who are included in the world of work, the subjects perceive value in what they offer to companies, they feel inserted in the labor process, and as such, they have legitimate aspirations for professional development and growth.

It is considered that vocational education programs that, in addition to vocational formation, prioritize the integral development of the individual, respecting their singularities and characteristics, contribute significantly to the student's citizen education and employability. By providing all students with the same opportunities, talents and skills are discovered and full citizens and professionals are formed.

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