

**PERSPECTIVES FOR PROFESSIONAL FUTURE OF PEOPLE WITH  
DISABILITIES AND OTHER SPECIFIC EDUCATIONAL NEEDS: A STUDY OF  
SOCIAL REPRESENTATIONS**

***PERSPECTIVAS DE FUTURO PROFISSIONAL DAS PESSOAS COM EFICIÊNCIA E  
COM OUTRAS NECESSIDADES EDUCACIONAIS ESPECÍFICAS: UM ESTUDO DE  
REPRESENTAÇÕES SOCIAIS***

***PERSPECTIVAS PARA EL FUTURO PROFESIONAL DE LAS PERSONAS CON  
DISCAPACIDAD Y CON OTRAS NECESIDADES EDUCATIVAS ESPECÍFICAS: UN  
ESTUDIO DE LAS REPRESENTACIONES SOCIALES***

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**ABSTRACT:** This article presents an analysis of social representations about the professional future perspective of students with disabilities and other specific educational needs of a Federal Institute of Goiás. The research was quantitative and qualitative. For data collection, a semi-structured interview was used with the participation of 17 students. Data processing was performed using the Iramuteq software. The study was guided by the Theory of Social Representations, by Moscovici (2003); by the historical aspects of the deficiencies; and by the evidence of legislation that supports Inclusive Education in Brazil. From the analyses, it was concluded that the research subjects value training, anchor their future perspectives in education and work, out of personal need, but mainly because of their “self”, which historically and socially was excluded and marginalized. The acceptance and recognition of their identity was observed, but the acceptance and the look of the other are still processes to be overcome, regardless of spaces and social relationships. However, this work contributed to showing the importance of otherness and inclusion, mainly to reinforce that educational spaces contribute to the formation of subjects with rights in the face of diversity.

**KEYWORDS:** Inclusive education. Upcoming professional. Alterity.

**RESUMO:** Este artigo apresenta uma análise das representações sociais sobre a perspectiva de futuro profissional de discentes com deficiência e com outras necessidades educacionais específicas de um Instituto Federal Goiano. A pesquisa foi de cunho quantitativo e qualitativo. Para a coleta de dados, utilizou-se de entrevista semiestruturada com participação de 17 discentes. O processamento dos dados foi feito pelo software Iramuteq. O estudo foi norteado

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*pela Teoria das Representações Sociais, de Moscovici (2003); pelos aspectos históricos das deficiências; e pelo indiciário de legislações que amparam a Educação Inclusiva no Brasil. A partir das análises, concluiu-se que os sujeitos da pesquisa valorizam a formação, ancoram suas perspectivas de futuro na educação e no trabalho, por necessidade pessoal, mas principalmente por valorização do seu “eu”, que histórica e socialmente foi excluído e marginalizado. Observou-se a aceitação e reconhecimento de sua identidade, mas a aceitação e o olhar do outro ainda são processos a serem vencidos, independente dos espaços e das relações sociais. Contudo, este trabalho contribuiu para mostrar a importância da alteridade e da inclusão, principalmente para reforçar que os espaços educacionais contribuem com a formação dos sujeitos de direitos perante a diversidade.*

**PALAVRAS-CHAVE:** Educação inclusiva. Futuro profissional. Alteridade.

**RESUMEN:** *Este artículo presenta un análisis de las representaciones sociales sobre la perspectiva de futuro profesional de los estudiantes con discapacidad y otras necesidades educativas específicas de un Instituto Federal de Goiás. La investigación fue de carácter cuantitativo y cualitativo. Para la recogida de datos, se utilizó una entrevista semiestructurada con la participación de 17 estudiantes. El tratamiento de los datos se realizó con el programa informático Iramuteq. El estudio se orientó por la Teoría de las Representaciones Sociales de Moscovici (2003); por los aspectos históricos de la discapacidad; y por los indicativos de las leyes que apoyan la Educación Inclusiva en Brasil. A partir del análisis, se concluyó que los sujetos de la investigación valoran la formación, anclan sus perspectivas futuras en la educación y el trabajo, por necesidad personal, pero principalmente por valoración de su "yo", que histórica y socialmente fue excluido y marginado. Se observó la aceptación y el reconocimiento de su identidad, pero la aceptación y la mirada del otro siguen siendo procesos a superar, independientemente de los espacios y las relaciones sociales. Sin embargo, este trabajo contribuyó a mostrar la importancia de la alteridad y la inclusión, principalmente para reforzar que los espacios educativos contribuyen a la formación de sujetos de derechos frente a la diversidad.*

**PALABRAS CLAVE:** Educación inclusiva. Futuro profesional. La alteridad.

## Introduction

Studies on the inclusion of people with disabilities and with other specific educational needs in regular education have been the target of discussions and reflections over the years. No differently, research on the entry and permanence of these subjects in vocational education institutions have occupied space in educational debates and refer to the path of democratization of education, at all levels and modalities.

The expansion of vocational education institutions in Brazil is undeniable, as well as the offer of courses and, consequently, of enrollments. However, historically, such educational institutions have been excluding, segregating, and marginalizing, whether by selection in the form of admission, geographical location, or teaching practices, making it difficult for a large

part of society, among them, people with disabilities and with other specific educational needs, to enter and remain in them.

In the context of Public Educational Policies, especially with regard to inclusive education, there are regulations that provide and ensure the school inclusion of people with disabilities, global developmental disorders and high abilities/super ability, target audience of special education, in addition to ensuring the "[...] access to regular education with participation, learning and continuity in higher levels of education; transversality of the special education modality from early childhood education to higher education [...]" (BRASIL, 2008, p. 14). In this context of inclusive education, it is also necessary to include people with specific educational needs based on the understanding that, in the movement of education for all, the Jomtien Declaration (1990, p. 02), in its preamble, emphasizes: "[... ] more than forty years ago, the nations of the world affirmed in the Universal Declaration of Human Rights that 'everyone has the right to education'"; being reaffirmed in the Declaration of Salamanca (1994, p. 01), which assumes the "[...] commitment to Education for All, recognizing the need and urgency of providing education for children, youth and adults with special educational needs within the regular education system".

From this perspective, although legally foreseen, the discussions regarding inclusion and its consolidation are more significant and evident in basic education, in the view of teachers and managers. As far as vocational education is concerned, such discussions are still incipient and singular, although they are gaining space and expressiveness in educational debates. It is possible to notice a historical vacuum related to public policies for people with disabilities and with other specific educational needs in vocational education and, especially, about the perspectives for their professional future.

In this way, it is understood that the study on the professional future perspectives of these people is of utmost relevance in order to indicate and guide possible paths to ensure their inclusion and permanence in professional training courses, whether technical, technological, bachelor's, or undergraduate, and to measure the possibilities and perspectives of a professional future in their view.

From this perspective, we propose to understand what are the social representations of people with disabilities and with other specific educational needs at the Instituto Federal de Educação, Ciência e Tecnologia Goiano - IF Goiano - Countyside campus<sup>3</sup>, about their

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<sup>3</sup> We chose not to disclose the name of the city. We inform that the research project was approved by the Research Ethics Committee of UFG and IFG.

perspectives for their professional future. The theoretical and methodological support that gave foundation to this study was the Theory of Social Representations - TSR, by Serge Moscovici. There is a consensus that social representations reveal elements that make it up, such as the ideas, thoughts, conceptions, perceptions, and worldviews that social subjects construct about the reality in which they live, favoring the interaction and social practice of individuals in a given context or reality.

According to Dotta (2006, p.41), the "[...] theory of social representations constitutes a theoretical and methodological reference, that is, it is configured as a theory that brings in its core a method", because it enables a multidisciplinary and multifaceted approach to a phenomenon situated in the relations and social and psychological aspects, involving the cognitive, emotional and/or affective dimension of the subjects.

In this perspective, Moscovici (1995) points out that the goal of the method is to find the truth, and the task of the researcher is to discern which procedure should best be used for data collection; which can be maintained with full responsibility and which should be left, in an era of unprecedented changes, both intellectual and social.

Following this approach, the research was conducted from a qualitative study, since the study of social representations is focused on the content of communications and languages. In this sense, "social representations are defined by a content, composed of attitudes, images, opinions and information" (SPINK, 1995, p. 28). They have an iconic character (image/objectivation) and symbolic (meaning/anchoring). Such aspects are inseparable, because every image is associated with a meaning and vice versa. Thus, this content refers to something (the object), in this research, the perspective of professional future of people with disabilities and with other specific educational needs, and was elaborated by someone (the subject) - the people with disabilities and with other specific educational needs of the Instituto Federal Goiano - Campus do interior.

For data collection, the semi-structured interview was chosen as an instrument, with the intention of favoring the free and spontaneous expression of the subjects and stimulating the approach to the theme, since it allows us to apprehend the meaning and the social representations presented by the interviewees. In the field of social representations, the statistical analysis of textual data has been aided by different computer programs. The computer

program used to process the interviews was *Interface de R pour les Analyses Multidimensionnelles de Textes et de Questionnaires* - IRAMUTEQ<sup>4</sup>.

### **The social representation and the subject**

Starting from the premise that otherness is historically constructed and is elucidated through interpersonal and intergroup relations, and that the 'self' and the 'other' are reciprocal constructions, unveiled throughout historical situations and their relations, intimately determined by identities, interests, and social places, we realize that in order to understand the history of those who are stigmatized by difference, in this case people with disabilities and with other specific educational needs, it is necessary to understand the historical processes through which they have gone and through which paths the difference has been established, especially to understand the processes of exclusion and the pre-formed concepts and social representations historically and socially constructed.

Jodelet (2001) contributes by saying that social subjects express in their representations the meaning they give to their experience in life in society, using the systems of codes and interpretations offered by society, projecting social values and intentions. In this aspect, it is stated that people with disabilities, despite the entire historical process of exclusion, discrimination and social marginalization experienced, are individual and social subjects, who think, act and react, who work, who express their opinions, their wishes, their perspectives, who dream and give meaning to their existence in life in society.

It is worth reaffirming that social representations are knowledge socially produced and shared, contributing to the construction of a common reality for a social group, that is, they are knowledge built from an intergroup consensus. In this sense, it is important to point out that the social representations of people with disabilities and with other specific educational needs have been marked by stereotypes and prejudice. It is asserted that social prejudice does not manifest itself in isolation; on the contrary, prejudice is found in the thinking, language, expression, and social practices of the individual and in his or her relations with the other and with the world.

In this way, people who suffer or are the targets of prejudice are often coerced into conforming to an established social standard, adopting an attitude of leniency and/or conformism, thus suffering all the processes of exclusion, segregation, and marginalization

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<sup>4</sup> IRAMUTEQ is a free interface, based on the R statistical environment, which offers a set of treatments and tools for statistical analysis applied to texts and questionnaires. Initially created in French, since 2013 the program has also been used in Portuguese and currently offers support for the processing and analysis of data in this language. The software can be accessed and downloaded free of charge from the website: <http://www.iramuteq.org>.

caused by the (pre)concept, influencing the non-permanence or conclusion of technical or higher education courses and the non-entry into the labor market, because they internalize that they are incapable, unproductive, and useless.

From this perspective, it is important to begin this discussion by first understanding who the research subjects are; then, to get to know the paths they have been walking in this process of exclusion/inclusion and, subsequently, the social representations about the perspective of a professional future for these subjects.

Knowing who the research subject is and to which group he or she belongs is of utmost importance for any research, especially for TSR, because it is based on the consensual thought of the group represented by these subjects that the social representations become effective.

Several concepts and terminologies about disabilities and specific needs have been created and disseminated over time, and their definitions go through descriptive and evaluative dimensions, always considering a concrete historical character, according to a certain historical moment, in a specific socio-economic, political and cultural context.

Knowing the concept and recognizing who these social subjects are is of fundamental relevance to demystify paradigms, face and minimize prejudices or even (pre)concepts, stereotypes, avoid the labeling of the human being or the stigmatization that comes from disqualifiers such as abnormal and incapable, and promote equity.

The World Program of Action for People with Disabilities, published in 1997 by the National Coordination for the Integration of Disabled Persons, of the World Health Organization - WHO, proposes the following concepts:

*Disability* is any loss or abnormality of a psychological, physiological or anatomical structure or function; *Incapacity* is any restriction or lack (due to a disability) of the capacity to perform activities in the manner or to the extent considered normal for a human being and *Impairment* is a disadvantageous situation for a given individual, as a result of a disability or impairment which limits or prevents him/her from performing a role which is normal in his/her case, due to age, gender, social and cultural factors (WHO, 1997 apud FERREIRA; GUIMARÃES, 2003, p. 25, emphasis added)

The World Health Organization - WHO launched in 1980 the International Classification of Impairments, Disabilities, and Handicaps, pointing out that these three dimensions exist in each and every person with disability, simultaneously. Based on this interpretation, people with disabilities are considered to be any person with absence or loss of some psychological, physiological or anatomical function.

Sasaki (2006) characterizes disability in two models: medical and social. In the medical model, the disability is attributed to the problems encountered by the person with disability to

his/her own condition, i.e., inability to meet the necessary conditions for social participation. In the social model, the problems are not in the person with disability, but in the historical conditions imposed by society which labels and stigmatizes people with disabilities. The author also adds that in the political and social spheres it is possible to distinguish two strands of discourse on people with disabilities: the line linked to medicine and the one linked to special education, however, the one linked to medicine will not be explained in this work, since emphasis will be given to education.

The United Nations Convention on the Rights of People with Disabilities - CRPD, reinforces that:

People with disabilities are those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others (UN, 2009, p. 26).

The CRPD, held in 2006 and enacted by Brazil in 2009, recognizes disability as the result between people and the human or physical barriers that prevent their full participation in society. During the Convention there is the recognition that disability is an evolving concept and a result of the interaction with existing barriers, as provided by the social model; according to the legal text:

Recognizing that disability is an evolving concept and that disability results from the interaction between persons with impairments and barriers due to attitudes and environment that hinder the full and effective participation of such persons in society on an equal basis with others (UN, 2009, p. 22).

Then, it is considered that the limiting factor of the person is the environment in which he/she is inserted and its relationships, not the disability itself. From the social point of view, the term impaired is attributed to the members of a society who present aspects that differentiate them before the others, whether in the cognitive, affective or motor domain, and has been the object of criticism and discussions among the professionals who deal with the individuals so named.

The new paradigm of the social model of disability, based on human rights, determines that disability is not in the person, as a problem or a disease to be cured, but in society, which may aggravate the limitation of the person with disability by means of the barriers imposed on him/her. This new concept about the person with disability, resulting from the struggle of the movements that determined the inclusion of people with disabilities, revolutionized the way of dealing with them and their relations with society.

Based on this premise, the concept of the person with disability, contemplated in Article 2 of the Convention on the Rights of People with Disabilities, implies in a great paradigmatic change, for besides the clinical aspects commonly used to define people with disabilities, concerning physical, intellectual or sensorial limitation, the social issue was also included, in order to determine the greater or lesser possibility of participation of people with disabilities in society in a free and full way and, consequently, to claim their rights as social citizens.

It is worth pointing out that, in addition to the historical and social concepts, people with disabilities have a political concept, presented in the most diverse legislation and public policies. Therefore, in the educational field, people with disabilities are understood as the target audience of Special Education, which deals with the specificities of disabilities, being them: people with disabilities, Global Developmental Disorders (currently Autistic Spectrum Disorder) and High Abilities/Super ability.

These subjects were defined as target audience of Special Education, recognizing the difficulties faced by the educational system and the need to rethink the existing discriminatory and exclusionary practices, creating ways to overcome and eradicate them. From these demands, special education in the perspective of inclusive education assumes the responsibility and the role of minimizing barriers and discussing the role of the school, especially in overcoming exclusion.

With the advances of studies in the educational field and the defense of human rights, new concepts and legislation have been changing pedagogical practices and restructuring the educational system in all levels and modalities. From the discussions of the so-called "inclusion movement" and from the reflexes provoked by the Salamanca Declaration, a document resulting from the World Conference on Special Educational Needs: access and accessibility, it is established, among other assumptions, that

Children and young people with special educational needs should have access to regular schools, which should be adapted to them, since such schools are the most capable means of combating discriminatory attitudes [...], building an inclusive society and achieving Education for all (BRAZIL, 1994, p. 8-9).

From the above and with the publication of this document one can glimpse significant and important aspects to demystify who is entitled to special education from the inclusive perspective or to regular education. It is noteworthy that in this document, the milestone of inclusive education, the term 'disability' is not highlighted, and the nomenclature 'person with disabilities' does not appear; furthermore, it is reinforced in this document as the public of inclusive education "children and young people with special educational needs. In this sense,



this term does not refer only to people with disabilities, but to any and all subjects, who for different reasons, at some point in their educational life, need to have their specific needs looked at. It is further reinforced when it says that "every child has unique characteristics, interests, abilities and learning needs" (p. 01), emphasizing the difference.

Still in this perspective, the National Guidelines for Special Education in Basic Education (BRAZIL, 2001) signaled that schools should organize themselves to serve students with specific educational needs, ensuring the necessary conditions for a quality education for all, thus expanding the possibility of serving students with specific educational needs. According to Aranha (2006), the term Special Educational Needs aims to avoid the negative effects and expressions present and used in the educational context; thus, the author collaborates that the term:

[...] is intended to shift the focus from the student and direct it to the educational responses they require, avoiding emphasizing their personal attributes or conditions that may interfere with their learning and schooling. It is a way to recognize that many students, whether or not they have disabilities or giftedness, have educational needs that become special when they require appropriate specific responses (ARANHA, 2006, p. 27).

In this sense, when we talk about students with educational needs, we are not referring only to the target audience of special education, but to all those who have issues in their educational process, whether in relation to learning, academic achievement, interaction with the school community or other needs. And, for each case, for each of these students, it is necessary to think about their specific needs and assess the most appropriate referral and resources to ensure their accessibility and development, in short, to ensure a quality education.

Thus, it is understood that 'specific educational needs' are not caused or arise from some disability or physical, organic or sensory condition, but may result from problems, aspects or social, economic, cultural, political conditions, among others, which temporarily or permanently interfere in the conditions and learning processes and in the academic or professional development.

According to Deliberation No. 02/2003 - CEE, the term 'special educational needs' refers to children and young people whose needs derive from high ability or difficulties in learning. Thus, the terminology can be attributed to different groups, from those who have some physical, mental, intellectual or sensory disability, or even those who, for various reasons, cannot keep up with the teaching and learning process, that is, they have difficulties in learning, but not necessarily linked to some disability.

It is worth pointing out that disability or specific needs are not related to the limitations presented by the person, but to the demands and need for accessibility that provides conditions for independence, autonomy, and development. Therefore, regardless of the audience or the terminology used to a group that identifies itself by its difference, it is necessary to bring about changes in society's thinking, feeling, and behavior; it is a real awareness of this "new reality" and, especially, of new practices, new actions.

Based on these conceptions, in this study, people with disabilities (target audience of special education) and with other specific educational needs (audience of special education in the inclusive education perspective) are understood and represented as people who have rights, who are part of stigmatized groups that have become more visible in society, who came out of anonymity and occupied their places in social spaces, based on the understanding that everyone has or may have, temporarily or permanently, some specific educational need.

### **People with disabilities and with other specific educational needs: their social representations about professional future perspective**

In order to have a better interpretation and understanding of the social representations about the perspectives for the professional future of people with disabilities and with other specific educational needs, the entire historical, identity, and training process of the research subjects was taken into account.

After the semi-structured interviews were carried out, all were transcribed, respecting the words and the specificities of each subject. All questions led to an understanding of the interest in studying in a federal educational institution, with a focus on vocational training, the processes of entering, remaining in the institution, and their perspectives for training and professional future.

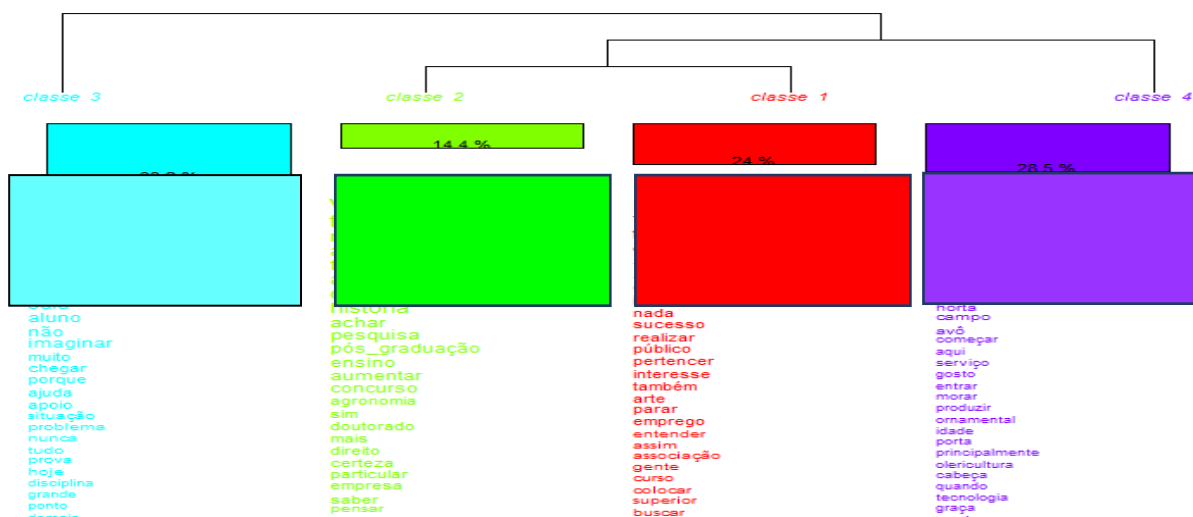
After listening and observing the expressions of all the students, the transcriptions were processed in the IRAMUTEQ program. The software allows different types of textual data analysis, from the simplest, such as basic lexicography, by calculating word frequency, to more complex and varied analyses, such as similarity analysis. We chose the so-called Descending Hierarchical Classification Method (CHD). When processing the text corpus, the program generated four general and comparative classes. After the generated classes, a dendrogram is created that separates the classes, as well as interconnects them in points of convergence or opposition. According to Camargo and Justo (2013), "[...] these classes may indicate theories

or common sense knowledge or fields of images about a given object, or even aspects of the same representation".

From the data obtained, the IRAMUTEQ program generated 17 (seventeen) numbers of texts or interviews, with 506 (five hundred and six) textual segments, that is, 506 units of elementary contexts; and 17,529 occurrences of words. We also found 2,194 word forms, that is, grammatical classes, which give meaning to the subjects' sayings and expressions.

Figure 1 shows the representativeness of some of the participant subjects' sayings in four (4) classes, where they present points of intersection. From the dendrogram processed by IRAMUTEQ, it is observed that the text corpus classified the content of the speeches in distinct parts, grouping the words and phrases that are related to each other, and also those that are different in their meanings.

**Figure 1** - Names, percentage contributions, and main words of the classes presenting the content of the interview responses



Source: Dendrogram generated by IRAMUTEQ, with the presentation of the class names that were created by the researcher from the collected data

As shown in the figure, the four (04) classes presented have points of intersection, allowing the understanding that the statements of all subjects grouped by proximity bring in their words references to their realities and their perspectives. The names given to the classes by the researcher intend to bring the discussion closer to the social representations built by the research subjects.

Analyzing Figure 1, we notice a greater evidence and expressiveness in class 3 - The "me" and the "other" - an interpersonal relationship, being 33.2%. Still, there is an influence of this class on the others, thus confirming that we are subjects constituted from social relations experienced in their context. In this sense, Moscovici (2003) states that social representations

are not only collective or group social facts, but that these representations are built from the interactions of individuals. Thus, it is confirmed that social interaction contributes to the development of thinking and social behavior, building practical knowledge that is developed in common sense relationships, which are formed by the set of ideas of everyday life.

It is noticeable that there is a greater relationship between the "I" and the "other" - an interpersonal relationship in class 4: School institution: space of formation. What is important to emphasize is that the school institution, besides being a training space, is primarily a space of social relations and interactions, positive or negative, that influence the practices and thoughts of the subjects that live their realities there.

It is also interesting to note that the class School Institution: space of formation, has a strong influence on the other classes: Class 1: Is what I want a dream or a possibility? And Class 2: What is to come? Thus, one can understand that to have a "dream" or a "possibility" of education, it is first necessary to go through a formal education that is promoted by the educational institutions. Also, that what will come, in a certain way, will depend on the formation. In this way, one can understand that one class is reinforced by another, and so on.

Another analysis made and understood is that the classes: "What I want is dream or possibility?" and "What is to come?" are surrounded, that is, in the center of "School institution: space of formation" and "The "me" and the "other" - an interpersonal relationship" thus reaffirming that relationships interfere in the behavior and thoughts of the other, thus influencing the social representations.

Although the software processes classes, from a textual context of speeches, they complement each other and are closely interconnected, thus becoming a consensus among the represented social group, proving what Moscovici (2003) determines about what social representations are:

A system of values, ideas, and practices, with a twofold function: first, to establish an order that will enable people to orient themselves in their material and social world and to control it; and second, to make communication possible among the members of a community by providing them with a code to name and classify, without ambiguity, the various aspects of their world and their individual and social history (MOSCOVICI, 2003, p. 21).

In this sense, the words that were expressed by people with disabilities and with other specific educational needs, during the research, are codes that name and classify their perspectives of professional future, categorizing their world and their individual and social history, confirmed by the historical context experienced by them and presented in this study. Thus, the words, ideas, thoughts, unfamiliar, uncertain desires were transformed into known,

familiar, current, close to their interests and thoughts. Finally, to obtain the social representation of these subjects about their perspectives for their professional future, the processes of thought, ideas, beliefs, and values based on the memory, experience, and interpretation of each subject were put into operation, which, in consensus with the others in the group, are transformed and confirmed in social representations.

In view of all the findings, we reflect that the subjects of the research were, for a long time, historically and socially represented as invalid, incapable, useless, and, many times, disabled, excluded or segregated from social life and social relations, without the right to have a turn, voice and place, as can be observed in the previous texts. It is also possible to notice the permanence of otherness, that is, the need and dependence on the relationship and interaction with the other, once the "I" in its singularity and individuality can only exist through a contact and a relationship with the "other", with what is "different". Despite having had advances in the treatment of these historical subjects, being accepted as a representational group, loaded with values, thoughts, consensus, these must be seen as singular subjects, participants of a group, who are distinguished from the others by their differences and not by their disabilities.

In this context, what would still be new - the inclusion/exclusion of these subjects in the several social spaces, especially in the educational and professional spaces - have caused an attempt to make it familiar, but still with uncertainties and inconveniences. Uncertainties on the part of the subjects, because they are aware that this familiarization process and their insertion in educational and professional spaces still does not happen naturally; most of the time, it happens because of a normative obligation that imposes their entry in these environments, but in general does not provide and does not create conditions for their permanence.

This dynamic of transforming their presences in the various social spaces into familiar ones has delineated the new contours of alterity, for there are several "feelings," "meanings," and "impressions" that collaborate intensely in the construction of the social representation of these subjects. This is based on the interpretation and the clarity that social representations of otherness are constructions that take place in social relations, that is, between the "self" and the "other," and are constituted, modified, and strengthened by historical situations. Facts that prove the importance of social relations are the achievements and advances in the treatment and care of people with disabilities and with other specific educational needs, who "together" joined forces to fight for their rights, through struggle movements that marked their historical trajectories and have been modifying their social representations over the years.

## Final considerations

Currently, we are living in a period of troubled social changes generated in the core of a new project of country and world, consequently, of a new society, that is, in the core of a new reality, in which the inclusion and valorization of people with disabilities and with other specific educational needs have caused important movements of struggle for the guarantee of their social rights.

It is noteworthy that even with the significant historical advances regarding the subjects of the research, it is important to reflect if these subjects involved in this process are in fact "included" in the most diverse social spaces, among them the educational and professional environments, since this was the main reason for so many struggles fought - the right to be included in society and in everything that is part of it.

Therefore, it is important to observe and analyze the public policies and documents that "guarantee" their rights and realize that even in the face of the scenario of struggle and strengthening of "inclusion", the documents themselves segregate these subjects and present them in a perspective of equality and not in respect to the difference. It is also important to understand that "inclusion" happens in an imposing way and that the conditions for it to happen naturally and to remain, even in the face of difficulties, are not yet safeguarded. An example to reflect on the inclusion/exclusion is to limit Special Education in the inclusive perspective to a specific group only, even in the face of public policies that reinforce the right of everyone, without any kind of discrimination. There are several interpretations and understandings of this educational policy, but it is essential to be aware that any public policy must favor and provide the fulfillment of everyone's rights, without disfavoring one group or another, no matter how small it may be. It is necessary that public policies are complementary, besides being in harmony, favoring the fulfillment and prevailing the guarantee of rights. It is necessary to have a "diverse look" so that everyone can have and, mainly, enjoy their rights, fulfill their duties, and be able to participate in life in society as a real social being.

It is worth pointing out that people with disabilities and with other specific educational needs are still in minorities that fight a permanent battle for educational, professional, and social inclusion and that, in the last decades, it is possible to notice advances and achievements in the recognition of these subjects as social subjects, in addition to their appreciation as citizens. As a result, the social representations that until then were placed on these subjects as incapable, useless, making it impossible for them to live with others and develop, make room for a re-signification of these subjects, not only by the imposition and imperative of this interpersonal

and intergroup relationship, but by recognizing the importance of otherness, that is, the "self" and the "other" as social beings.

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