

**EXPLORING NEW FRONTIERS: A CASE STUDY IN CORPORATE EDUCATION  
AND ACCESSIBLE COMMUNICATION AT COACH IT - CONSULTING IN IT**

***EXPLORANDO NOVAS FRONTEIRAS: UM ESTUDO DE CASO EM EDUCAÇÃO  
CORPORATIVA E COMUNICAÇÃO ACESSÍVEL NA COACH IT - CONSULTORIA EM  
TI***

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CORPORATIVA Y COMUNICACIÓN ACCESIBLE EN COACH IT - CONSULTORIA  
EN TI***



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**ABSTRACT:** This article analyzes a case study carried out in 2022 at Coach It - IT Consulting, in Sorocaba, addressing the implementation of innovative corporate education practices and accessible communication strategies. We explore the interconnections between corporate education, accessible communication, and the specific demands of the IT sector in the critical literature review. The methodology of the case study, followed by the results and analyses, is presented. The conclusion highlights key findings, closing with reflections on the contributions to the fields of corporate education and accessible communication. This study aims to enrich the understanding of how companies can align corporate learning strategies with the promotion of inclusion, contributing to more adaptive and equitable organizational environments.

**KEYWORDS:** Corporate education. Accessible communication. Deficiency. Marketing and inclusion.

**RESUMO:** Este artigo analisa um estudo de caso realizado em 2022 na Coach It Consultoria em TI, em Sorocaba, abordando a implementação de práticas inovadoras de educação corporativa e estratégias de comunicação acessíveis. Exploramos as interconexões entre educação corporativa, comunicação acessível e as demandas específicas do setor de TI na revisão crítica da literatura. A metodologia do estudo de caso, seguida pelos resultados e análises, é apresentada. A conclusão destaca descobertas-chave, encerrando com reflexões sobre as contribuições para os campos da educação corporativa e comunicação acessível. Este estudo visa enriquecer a compreensão de como as empresas podem alinhar estratégias de aprendizagem corporativa à promoção da inclusão, contribuindo para ambientes organizacionais mais adaptativos e equitativos.

**PALAVRAS-CHAVE:** Educação corporativa. Comunicação acessível. Deficiência. Marketing e inclusão.

**RESUMEN:** Este artículo analiza un estudio de caso realizado en 2022 en Coach It IT Consulting, en Sorocaba, abordando la implementación de prácticas innovadoras de educación corporativa y estrategias de comunicación accesibles. Exploramos las interconexiones entre la educación corporativa, la comunicación accesible y las demandas específicas del sector de TI en la revisión crítica de la literatura. Se presenta la metodología del estudio de caso, seguida de los resultados y análisis. La conclusión destaca los principales hallazgos, cerrando con reflexiones sobre las contribuciones a los campos de la educación corporativa y la comunicación accesible. Este estudio tiene como objetivo enriquecer la comprensión de cómo las empresas pueden alinear las estrategias de aprendizaje corporativo con la promoción de la inclusión, contribuyendo a entornos organizacionales más adaptativos y equitativos.

**PALABRAS CLAVE:** Educación corporativa. Comunicación accesible. Deficiencia. Marketing e inclusión.

## Introduction

The contemporary dynamics of the corporate environment are intrinsically linked to constant technological evolution and the pressing need for inclusion (Maximiano, 2006). In this context, the intersection between corporate education and accessible communication emerges as an essential field of study to promote more inclusive and efficient work environments (Oliveira, 2004). This article presents an in-depth analysis of a case study (Goode; Hatt, 1979) carried out in 2022 at Coach It – IT Consulting, based in the city of Sorocaba, in the interior of São Paulo, which addresses the implementation of innovative corporate education practices combined with accessible communication strategies.

The main objective of this study is to analyze how the company Coach It integrated innovative corporate education practices, considering the specific demands of the IT sector, with accessible communication strategies in its marketing department. We will seek to understand the impacts of this integration on professional development, the effectiveness of internal communication and the promotion of an inclusive organizational culture.

The objectives of this research transcend the mere superficial analysis of Coach It's practices. Guided by professor Suely Maciel, we delve into the company's innards, carrying out meticulous and comprehensive fieldwork that redefines the understanding of the intersection between corporate education and accessibility.

In a joint effort, we directed our focus to reviewing Coach It's strategic planning, with special emphasis on the marketing plan chapter and letter. This specific focus revealed crucial nuances that previously escaped attention, especially regarding the lack of accessibility in the company's communication channels and media.

By identifying this central problem, we laid the foundations for the design of the “Guide to Good Accessibility Practices”. This guide is not just a theoretical document; is a practical and tangible response to the accessibility gap within Coach It. So, we not only diagnose the problem, but also provide a tangible solution that materializes as an educational resource.

It is crucial to highlight that the Accessibility Good Practice Guide is not a static piece of literature, but rather a dynamic material that found its way into the company's internal training. This document not only highlights the flaws, but also empowers employees to become active agents in building more inclusive communication.

By aligning research objectives with this practical, applied approach, we not only explore existing gaps, but also outline a clear path for improvement. The case study is not just a critical analysis; It is a narrative of transformation and innovation, where we play a

fundamental role by not only observing the need for change, but also by being catalysts for this transformation.

This article is structured as follows: the subsequent section offers a critical review of relevant literature, exploring the interconnections between corporate education and accessible communication. Subsequently, we present the methodology used in the case study, followed by the results achieved after implementing the Guide to Good Accessibility Practices in the company's digital media. The conclusion highlights key findings and their implications, closing with reflections on the study's contributions to the field of corporate education and accessible communication.

Ultimately, this case study at Coach It – IT Consulting aims to enrich academic understanding of how companies can align corporate learning strategies with the promotion of inclusion, thus contributing to the construction of more adaptive and equitable organizational environments.

### **Historical context of disability**

The way society perceives people with disabilities has evolved throughout history, shaped by the moral, ethical, religious and philosophical values adopted by different cultures, at different times. Understanding these cultural transformations over time helped us understand the reasons that led Coach It's management and employees to ignore the available web accessibility resources in the company's media.

Only after this preliminary bibliographical research was it possible to collect historical information and understand the evolution of the concept of disability, in order to then be able to point out the accessibility problems identified in the company. Without this understanding, it would be impossible to raise awareness among the team and convince management to improve their work and training methods.

As argued by Michel Foucault (2001, p. 69, our translation):

Bodily differences - whether qualified as a disability or not - are expressions of human diversity. However, the existence of bodies with marked differences has always aroused the curiosity, astonishment or indifference of people in different societies (...) that which constitutes in its very existence and in its form, not only a violation of the laws of society, but also a violation of the laws of nature.

This stigma has accompanied humanity since its oldest civilizations, as evidenced by Silva (1986), when mentioning the Chiricoa, a people who inhabited the Colombian jungle.

This group frequently moved, leaving behind people with disabilities, the elderly and the sick in the tribe's former home, due to survival needs.

Similar situations occurred in other civilizations, such as Ancient Egypt, where serious illnesses, physical disabilities and mental problems were interpreted as manifestations of demons, evil spirits or punishments for sins from past lives. The solution to these adversities depended on divine interventions, priests or religious practices, such as prayers, exorcisms and surgeries (Silva, 1986).

In terms of presence in society, people with disabilities could be found in different social strata, from pharaohs, nobles and artisans to slaves, as evidenced by Egyptian artifacts that show that some people with disabilities managed to have a social life and form families (Pereira; Saraiva, 2016).

In Ancient Greece, where physical strength and beauty were overvalued, marginalization was common for those who did not meet the ideals of strength and beauty required of participants in war. Individuals whose characteristics did not align with these standards were often excluded and, in many cases, eliminated, with the exception of wounded and maimed warriors, who were protected by the state (Schewinsky, 2004). The Greeks saw people with disabilities as useless to society, considering them subhuman beings.

In Sparta and Athens, children with physical, sensory and mental disabilities were labeled as subhuman, which justified their elimination and abandonment. These practices were consistent with the ideals of athleticism, beauty, and class structures that underpinned the socioeconomic organization of these city-states. In Sparta, disabled children were thrown from rocks, while in Athens, they were rejected and abandoned in public squares or in the fields (Rodrigues; Maranhe, 2012, p. 13, our translation).

At the beginning of the 19th century, disability was associated with uselessness, dependence and incapacity and often resulted in abandonment and exclusion. Decisions regarding people with disabilities were based on moral and ethical precepts of the time (Peranzoni; Freitas, 2012). However, during the 19th century, there was a fundamental shift, with specialized care expanding beyond institutions to include specific studies on different types of disability (Fonseca, 2015).

The 20th century witnessed a series of significant paradigm shifts, which culminated in advances for people with disabilities. During this period, society organized itself collectively to face challenges and better meet the needs of people with disabilities. Awareness of human rights and an emphasis on integration and active participation in society have become more prominent.

After World War II, a renewed focus was directed toward caring for people with disabilities, largely due to the different forms of disability resulting from war injuries (Silva, 1986).

It is in the 20th century, however, that the most radical paradigm shift is seen, which is the consideration of social aspects in defining the disability framework. This understanding led to the biopsychosocial model that underlies the International Convention on the Rights of Persons with Disabilities, promulgated by the United Nations in 2006, and which serves as a parameter for all subsequent legislation, published by the signatory countries of the convention. In the case of Brazil, the Brazilian Inclusion Law (Brazil, 2015) is the main legal provision that systematizes the rights and duties of people with disabilities in a single law (Setubal; Fayán, 2019).

Among the many contemporary consequences of the promulgation of the LBI, we can divide its main social impacts as follows:

**Equal opportunities:** The law has established that people with disabilities have the fundamental right to equal opportunities, which means they cannot be discriminated against on the basis of their disability. This impacts all spheres of society, from employment to education and accessibility.

**Accessibility:** Accessibility is one of the key points of LBI. It requires that public buildings, transportation, health services, education, communication and technology, etc. are accessible to all people, including those with disabilities. This implies architectural, technological, methodological, attitudinal, programmatic and information and communication systems adaptations to ensure that no one is excluded.

**Right to education:** The LBI reinforced the right to inclusive education, that is, the right of people with disabilities to study in regular schools, whenever possible, instead of specialized schools. This promotes greater integration and educational opportunities for people with disabilities.

**Change in perception:** LBI also had an impact on the way society views people with disabilities. It helps to combat stigma and prejudice, by reinforcing the idea that disability is not an intrinsic limitation, but a social issue. Therefore, it promotes a change in perception towards people with disabilities.

**Greater access to employment:** LBI seeks to boost the inclusion of people with disabilities in the job market. Companies with 100 or more employees must fill a percentage of their positions with people with disabilities, ensuring greater inclusion in the workplace.

**Affirmative actions:** The legislation promotes affirmative actions for people with disabilities, encouraging the active participation of this population in various sectors of society. This ranges from access to culture to participation in politics.

**Right to decision-making:** The LBI reinforced the right of people with disabilities to make decisions about their own lives, recognizing their autonomy and capacity. This is particularly important for people with intellectual disabilities.

**Legal accountability:** Legislation introduced penalties for discrimination based on disability, ensuring that those who violate the rights of people with disabilities are held legally accountable, with penalties of fines and imprisonment.

**Technological innovation:** LBI encouraged the development of assistive technologies and innovations that promote inclusion, making daily life more accessible for people with disabilities.

**Public awareness:** The law seeks to increase public awareness of the rights and challenges faced by people with disabilities, encouraging society to be more inclusive and supportive.

This new paradigm causes changes in the understanding of disability, in the definition of what constitutes barriers, in the establishment of the 'solidarity' role of the whole society and especially of private companies, in facing and overcoming barriers and in guaranteeing everyone's right to an autonomous, free and independent life.

### **Exploring the Scientific Foundations of Corporate Education: A Comprehensive Analysis**

Corporate education is a dynamic field that has solid foundations in an intricate web of theories and research. Since its origins, this field has been shaped by visionary thinkers and academics who sought to understand and improve learning practices in organizations. As the 21st century progresses, we are seeing a transformation in the approach to corporate education, with an increasing focus on accessibility.

The International Convention on the Rights of Persons with Disabilities (CRPD) establishes fundamental principles, recognizing equal opportunities, accessibility, respect for diversity and full participation in society. These principles directly influence the way companies view corporate education. Accessibility becomes not only an ethical obligation, but also a vital strategy for promoting inclusive work environments.

In the contemporary business context, organizations recognize that diversity, including functional diversity, is an asset. The CRPD, by linking the rights of people with disabilities to education and employment, catalyzes a paradigm shift in corporate formation. Educational programs now seek to incorporate inclusive practices, ensuring that all employees, regardless of their skills, have equitable access to professional development.

However, for a correct understanding of corporate education, it is necessary to know the fundamental pillars of this area, which reside in a deep understanding of the interconnection between learning and organizational performance.

Donald Kirkpatrick, famous for his Training Evaluation Model (2006), highlights the importance of evaluating not only participants' immediate reactions, but also learning, behaviors and results. His seminal work established a robust framework for evaluating the effectiveness of training programs, a crucial contribution to the conceptual basis of corporate education in this case study.

Furthermore, Phillips (2005), with his approach to evaluating return on investment (ROI) in training, brought a tangible and fundamental financial dimension to the feasibility of this research on corporate education. Their contributions highlight not only the importance of continuous learning, but also the need to align investments in education with the strategic objectives of organizations.

Another essential point in the scientific bases of corporate education that was taken into account in this work is the theory of organizational learning proposed by Peter Senge (1990). In his work “The Fifth Discipline”, Senge highlights the importance of building organizations that learn, in which individual learning is intertwined with collective learning, creating a synergy that drives innovation and adaptation.

In a more contemporary panorama, Kolb's (1984) experiential learning theory defines that “[...] the process by which knowledge is created happens through the transformation of experience. Knowledge results from the combination of obtaining and transforming experience” (Kolb, 1984, our translation). His idea that learning is a cyclical process involving experience, reflection, conceptualization and experimentation resonates strongly in corporate education, where the practical application of knowledge is inherently valuable.

Nowadays, as companies seek to adapt to a more inclusive world, the application of the CRPD and LBI principles in professional training becomes imperative. This approach not only meets ethical and legal obligations, but also contributes to more productive, innovative and socially responsible work environments.



This topic is intended to present, even if superficially, some important aspects in this vast terrain of the scientific bases of corporate education. As we delve into the complexities of this field, it is imperative to understand the theoretical and practical richness that underpins the constant evolution of education in modern organizations. This multifaceted landscape of theories and research provides not only solid understanding, but also sheds light on future possibilities, where continuous learning is a vital compass in the organizational journey.

### **Contextualization of the case study**

In the highly dynamic scenario of Information Technology (Beal, 2004), Coach It - IT Consulting, stands out as a company that recognizes the strategic importance of keeping its professionals updated and trained. This case study arises from the need to understand how corporate education practices and the implementation of accessible communication strategies can converge to optimize organizational performance and promote an inclusive work environment.

Coach It, with its impressive 20 years of experience, appears as a robust entity in the information technology (IT) scenario. Its impact is evidenced by its international expansion, with more than 150 employees strategically distributed across seven offices around the globe: three in Brazil, one in Spain, one in the Netherlands, one in Canada and one in Mexico.

The company, throughout its history, has established itself as a reference in the sector, standing out not only for the breadth of its global presence, but also for its technical excellence and commitment to innovation. Surprisingly, despite this robustness and success, Coach It had never made significant efforts in the sphere of communication accessibility in its corporate education.

This gap becomes even more intriguing given the current panorama, in which inclusion and diversity are recognized as essential factors for the growth and sustainability of organizations. Coach It, although it has thrived in a sector notorious for constant evolution, realized the need to adapt not only technologically, but also in terms of internal practices, recognizing the strategic importance of investing in the development of new skills for its employees.

It is essential to understand that, despite the technical expertise accumulated over two decades, Coach It – IT Consulting recognized that true innovation is not limited to technical excellence. It is intrinsically linked to the ability to promote inclusive and adaptable

environments. The decision to embark on this case study reflects not only the maturity of the company, but also the commitment to face new challenges and evolve in line with contemporary demands.

The development of corporate education strategies aimed at accessible communication thus represents a new chapter in the history of Coach It. This study therefore seeks not only to highlight the current state of the company in relation to this initiative, but also to offer valuable insights on how consolidated companies can incorporate inclusive practices in an effective and transformative way.

## Methodology

The methodology adopted for this case study involved a qualitative approach, with data collection using <sup>4</sup>automatic accessibility validators, document analysis, semi-structured interviews and participant observation.

Goode and Hatt (1979, p. 421-422) define the case study as a method of looking at social reality. “It is not a specific technique; it is a means of organizing social data while preserving the unitary character of the social object studied”.

Professionals from different hierarchical levels were involved, providing a comprehensive view of corporate education and accessible communication practices at Coach It.

The conduct of this research was guided by a robust and multifaceted methodology, designed to probe the depths of the company's communication and, in the end, generate a manual of good practices that proved to be not only theoretically relevant, but applicable in practice. Divided into four distinct stages, the methodology was designed to offer a holistic view of accessibility in corporate communication.

### Step 1: Validating the Accessibility of the institutional website

The first stage consisted of validating the accessibility of Coach It's institutional website. Automatic tools such as Jigsaw<sup>5</sup> and the Portuguese government's accessibility monitor called

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<sup>4</sup>According to the website Movimento Web para Todos, these are automatic tools that search the code of a page and issue reports that indicate accessibility barriers for the developer to correct. It is recommended that such validators are based on the W3C (World Wide Web Consortium) principles contained in version 2.1 of the WCAGs (Web Content Accessibility Guidelines).

<sup>5</sup>Available at: <https://jigsaw.w3.org/css-validator/>. Accessed on: 10 Dec. 2023.

Access Monitor<sup>6</sup> were used for a careful technical evaluation, as can be seen in the images below:

**Figure 1** – Automatic analysis of the opening page of the Institutional website



Subtitles: Comments from the Access Monitor validation program pointed out that the site's navigation takes place via a single page with a banner without alternative text, and the absence of subtitles in the CSS code programming.  
Source: Prepared by the authors

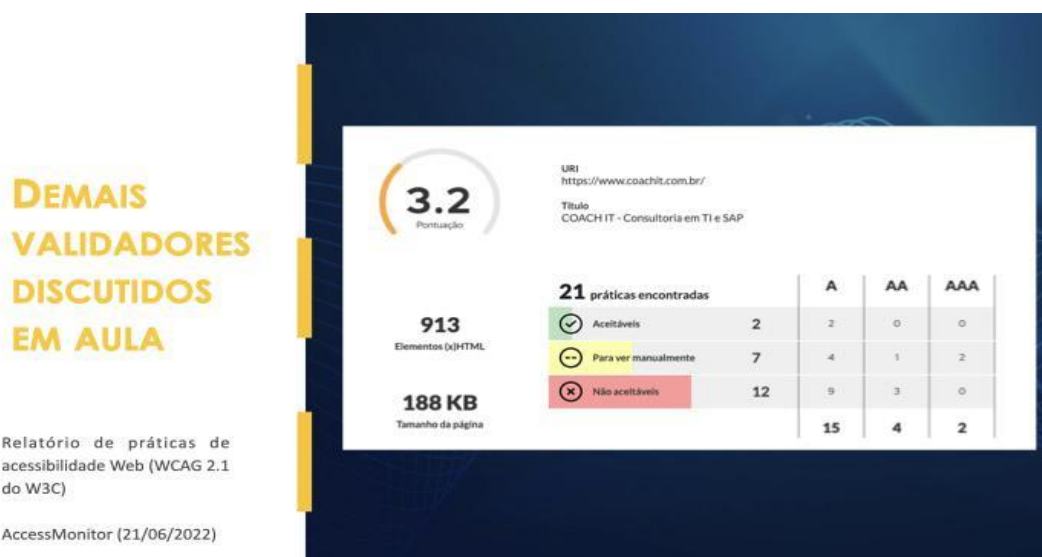
**Figure 2** - Automatic analysis of the opening page of the Institutional website



Subtitles: Absence of an icon to interpret the website content into Brazilian sign language; no existence or reference to the audio description resource; Image description via non-existent alternative text attribute.  
Source: Prepared by the authors

<sup>6</sup>Available at: <https://accessmonitor.acessabilidade.gov.pt/>. Accessed on: 10 Dec. 2023.

**Figure 3** – Analysis of accessibility resources by the Access Monitor automatic validator on 06/21/2022



Subtitles: The website's accessibility features score was 3.2 out of a total of 10.0 points. 21 accessibility practices were found throughout the website's programming, consisting of 913 HTML elements. Among these practices found, only 2 of them were classified as acceptable by the software, another 7 required manual review and another 12 practices were classified as unacceptable. Source: Prepared by the authors

**Table 1** – Summary of the manual analysis of Coach It's institutional website, carried out on 06/01/2022

Keyboard navigation	Absent
Shortcut link	Absent
Description of Images (Alt Text)	Absent
Color contrast	Insufficient
Page language	Absent
Translation into Libras	Absent
Accessibility page	Absent

Source: Prepared by the authors

This technical starting point was essential to understanding the initial barriers encountered by users with different needs. Through these automatic validators, it was possible to identify which communication accessibility resources were ignored from the conception of the development project to the programming of the company's institutional website.

## Step 2: Manual qualitative analysis of social networks

The second step involved a manual qualitative analysis of Coach It's social media platforms, including YouTube, LinkedIn, Facebook and Instagram. This thorough analysis revealed serious accessibility issues in published content, highlighting significant gaps in the representation and delivery of information for people with disabilities.

### Illustration 4 – Manual analysis of YouTube accessibility features



Subtitles: The automatic *closed feature caption* (CC) helped the company's channel a lot, as there was no concern about including subtitles. By having branches in other countries, another latent need arises: translating all video content into Portuguese, English and Spanish, otherwise they will be preventing the public in these locations from having access to the institutional message. Content in clip or *slideshow format* (image + soundtrack) must be accompanied by auxiliary text or at least a link directing to a page on the company's website, with all this content transcribed. The use of a window with translation into Libras is also recommended, as many people with hearing impairments are not literate in Portuguese.

Source: Prepared by the authors

**Figure 5 – Manual analysis of LinkedIn accessibility features**



Subtitles: The first challenge when producing accessible content on social media is creating a message with at least two completely separate reception routes (vision and hearing). This means that those who cannot see need to understand the full message, and those who cannot hear, too. Currently, all of the company's posts are extremely visual and therefore need to be adapted for people who are blind or have low vision. Increasing the color contrast of posts and the body text of the artwork would help reach this audience. Reducing prayer periods (short text and the use of direct speech) can also help facilitate understanding for people with intellectual disabilities (ASD, TDH, Down Syndrome, etc. ). Finally, it would be important to include more video productions or exclusively sound media (with the corresponding text in the body of the post), to vary a little from the traditional carousel post format.

Source: Prepared by the authors

**Figure 6 – Manual analysis of Facebook accessibility features**



Subtitles: Apparently, the company does not have different content production strategies between the three social networks, therefore, the previous notes apply to all of them. However, an important aspect of user behavior on both Facebook and Instagram is that, on these networks, photos and videos are the main content formats consumed. Therefore, it is necessary to access advanced publishing features and include "Alt Text" or "Alternative Text" in all posts. Only then will assistive technologies, such as screen readers, be able to audio describe the published image. **IMPORTANT:** The challenge when filling out this additional field is to be very specific and at the same time synthetic so as not to bore the listener with unnecessary details. The photo should always inform and not just decorate the post.

Source: Prepared by the authors

Figure 7 – Manual analysis of Instagram accessibility features



Subtitles: Still talking about audio description of images, we noticed some posts with photos of the company's office, the team together, the coffee room, etc. In these posts, what communicates are not the photos, but verbal content transcribed in the body of the post. Once again, for those who can see and do not have any type of intellectual disability, the message is clear. However, following the principles of accessibility and the Brazilian Inclusion Law (LBI), it is essential to add this "photographic look" to the description (or audio description in the case of videos). Example of description of the photographic look: Large and empty room, with several computers and workstations facing each other, with a large meeting table in the center. This description of the table complements the message of the text that follows: "A shared work space makes all the difference when we want to keep the team together".

Source: Prepared by the authors

### Step 3: Semi-structured interviews with leaders

To understand the company's approach towards people with sensory, motor or cognitive disabilities in its marketing campaigns, the researchers advanced to the third stage. Semi-structured interviews were conducted with supervisors and other Coach It leaders.



**Table 2** – Questionnaire on prior knowledge about accessibility and disability

Number	Question
1	How do you define the concept of disability and how important is it to understand it in your work environment?
2	In your view, what does accessibility mean and how do you believe it can be integrated effectively into our work context?
3	Considering the increasing presence of people with disabilities on social media, how can your team ensure accessible and inclusive communication?
4	Could you share any significant personal or professional experiences involving interactions with people with disabilities?
5	Over the next five years, what are the company's plans to promote a more inclusive and accessible culture, especially in relation to expanding its team and operations?

Source: Prepared by the authors

This step revealed internal perceptions about accessibility and gaps in the company's marketing strategies, as can be seen in an email sent by the company's CEO in June 2022.

By identifying the problem of lack of accessibility in our communication channels and media, we can adjust our brand positioning, in light of our values that permeate inclusion and full access to our communication resources, following the metrics determined by standards and other related matters (MARCELO CORREA MOREIRA, CEO COACH IT, our translation).

#### **Stage 4: Participant Observation in the Company's Daily Life**

The last stage was marked by a deep immersion into the daily life of Coach It. Between the months of June and November 2022, the researchers actively participated in the work environment, sharing experiences with employees. This participant observation provided a holistic understanding of how a lack of information and knowledge about disabilities impacted the company's internal and external communication.

**Figure 8** – Training on accessible communication, Coach It team - Sorocaba unit



Source: Authors' collection

**Figure 9** - Corporate education event on accessibility



Source: Authors' collection

## Improvements in accessibility in Coach It's digital media after the incorporation of the "Guide to Good Accessibility Practices"

The incorporation of the "Guide to Good Accessibility Practices" in the marketing team's internal training triggered notable improvements in the company's digital media, including the website, Facebook, Instagram, LinkedIn and YouTube.

The Coach It website has undergone notable transformations. Navigation has become more intuitive, meeting accessibility guidelines. Visual elements have been optimized, and the site structure has been rethought to ensure a more inclusive experience for all users, regardless of their abilities.

On social networks such as Facebook, Instagram and LinkedIn, posts are now accompanied by detailed descriptions and alt-texts, making visual content accessible to those using screen readers. Videos posted on YouTube now incorporate automatic subtitles and audio description, allowing people with hearing or visual impairments to enjoy content without barriers.

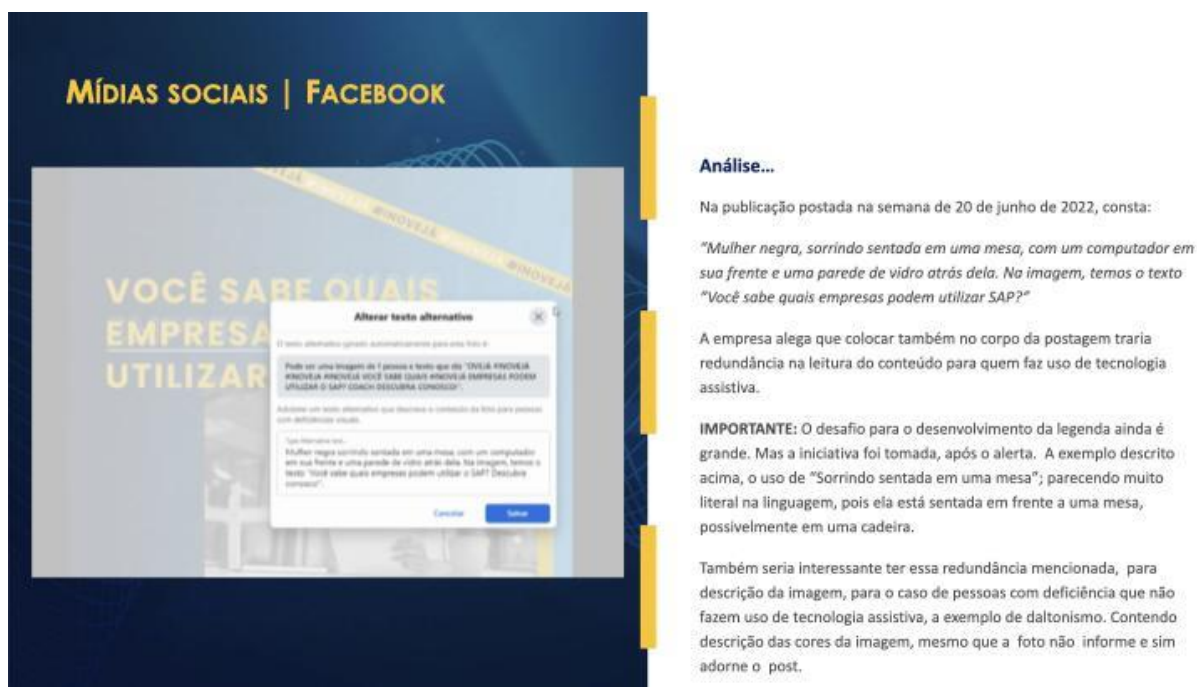
Figure 10 – Reasonable corrections and adaptations on LinkedIn



Subtitles: Changed in updates, in edit updates, social networks present resources in which the use of # (Hashtag) is not necessary, that is, the discussion group about it. The alternative text exemplifying the image has been available in CoachIT posts since the first orientation carried out with the marketing team, in June 2022. The assistive technology of the user who will be browsing the page will have the description of the displayed image available.

Source: Prepared by the authors

Figure 11 – Corrections and reasonable adaptations on Facebook



Subtitles: The publication posted in the week of June 20, 2022 contains the description: “Black woman, smiling, sitting at a table, with a computer in front of her and a glass wall behind her”. In the image, we have the text: “Do you know which companies can use SAP?” **IMPORTANT:** The challenge for developing the subtitle is still great. But the initiative was taken after the alert. As described above, the use of “Smiling sitting at a table”, appearing very literal in language, as she is sitting in front of a table, possibly in a chair. It would also be interesting to have this redundancy mentioned for the description of the image, in the case of people with disabilities who do not use assistive technology, such as color blindness, containing a description of the colors in the image, even if the photo does not inform but rather adorns the post.

Source: Prepared by the authors

The marketing team's internal training highlighted the importance of considering the diversity of audiences when creating campaigns. The improved understanding of sensory, motor and cognitive disabilities directly influenced Coach It's marketing approach, resulting in more inclusive and impactful content.

These changes not only align Coach It with ethical and legal standards, but also strengthen the company's reputation as an advocate for inclusion. Clients now perceive Coach It not only as a leader in IT consulting, but also as a company committed to values of equity and accessibility.

In summary, the incorporation of the “Guide to Good Accessibility Practices” in the internal training of the Coach It marketing team proved to be an effective catalyst for substantial improvements in digital media. These changes not only meet the demands of the digital age, but also position Coach It as a reference in inclusive practices in its sector.

## Conclusion

This case study explored the crucial intersection between accessible communication and corporate education, taking a close look at the experience of Coach It, an IT consultancy company with over two decades of experience and an extensive global presence. Initially, when contextualizing the company, its robustness and success stood out, with more than 150 employees distributed in several offices around the world.

In the context of accessibility, it was revealed that, despite Coach It's maturity, the company had not previously developed specific corporate education strategies aimed at inclusion and accessibility. This scenario motivated comprehensive research conducted by researchers Ariadne Botechia and Felipe Oliveira Cavaliere, guided by professor Dr. Suely Maciel.

The research objectives were outlined based on fieldwork that involved reviewing the company's strategic planning, with a particular focus on the marketing plan chapter and letter. A lack of accessibility was detected in the company's communication channels and media, leading to the creation of the "Guide to Good Accessibility Practices". This guide has become a crucial teaching tool used in the company's internal training, aiming to raise awareness among employees of the importance of accessible communication.

The methodology adopted was rigorous and involved several steps. Initially, validation of the accessibility of the institutional website was carried out using specialized web applications. Next, a manual qualitative analysis of content on social media platforms revealed serious accessibility issues. Semi-structured interviews were conducted with supervisors and leaders to understand the consideration of people with disabilities in marketing campaigns. Finally, participant observation was carried out to better understand how the lack of information and knowledge about disability impacted the advertising material.

This case study provides a significant contribution to the field of corporate education by highlighting the importance of accessible and inclusive communication. By addressing existing gaps in Coach It's approach and developing concrete strategies, the work presents a replicable model for other organizations seeking to promote accessibility in their corporate environments and digital media. Awareness, education and practical action emerge as fundamental pillars to create truly inclusive work environments, enabling companies to reach their full human potential.

By going through each step, the researchers not only collected data, but constructed a cohesive narrative that culminated in the formulation of the "Coach It Accessibility Best

Practices Guide”. This document is not just the result of research; is the materialization of a journey that revealed not only problems, but also applicable solutions, contributing significantly to the field of education and accessible communication in corporate environments.

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