

Received: 04/22/2021

Accepted: 05/31/2021

APPLICABILITY OF PUBLIC EDUCATIONAL POLICIES FOR THE INCLUSION OF PHYSICAL DISABILITIES IN GUARAÍ / TO UNDER THE VIEW OF LOCAL DEVELOPMENT

APLICABILIDADE DAS POLÍTICAS PÚBLICAS EDUCACIONAIS PARA INCLUSÃO DOS DEFICIENTES FÍSICOS EM GUARAÍ/TO SOB A ÓTICA DO DESENVOLVIMENTO LOCAL

Zilma Cardoso Barros Soares¹
Lourival da Cruz Galvão Júnior²
Edson Trajano Vieira³
Leila Urioste Rosso Pires⁴

Abstract

Abstract

Physically-disabled people are representatives of social heterogeneity and the legal provisions that converge in the Law of Directives and Bases of Brazilian Education (Law 9.394 / 1996), supported by Law 10.098 / 2000, which establishes general rules and basic criteria for the promotion of accessibility for children. people with disabilities or with reduced mobility, make it possible to include this group in economic activities. Thus, this study analyzes what public educational policies are for the inclusion of the physically disabled in the city of Guaraí, State of Tocantins, from the perspective of the development of that location. As a methodology, a social research that used questionnaires and interviews with physically-disabled people was used in order to evaluate the influence of public educational policies in the process of social inclusion. Based on the results found, the majority of physically disabled people in Guaraí never entered the job market and survive on donations, retirement or pensions. In addition, they have not completed schooling in basic education and few representatives have completed higher education. It was concluded that public educational policies for the social inclusion of disabled people have flaws and need adjustments, a fact that impacts on the development process of Guaraí / TO.

Keywords: Motor Physical Disability. Education. Work. Local Development.

¹ Master in Planning and Regional Development from the University of Taubaté. Teacher and Coordinator in the Pedagogy course at the Educational Institute Santa Catarina (IESC), Guaraí - TO, Brazil. E-mail: zilma_pedagoga@hotmail.com

² PhD in Communication Sciences from the University of São Paulo. Professor of the Master's Program in Management and Regional Development at the University of Taubaté (UNITAU), Taubaté - SP and at the Centro Universitário Módulo, Caraguatatuba-SP, Brazil. Email: galvaodr@uol.com.br

³ PhD in Economic History from the University of São Paulo (USP), Professor of the Master's Program in Management and Regional Development at the University of Taubaté (UNITAU), Taubaté - SP and the Centro Universitário Módulo, Caraguatatuba - SP. Email: etrajanov@gmail.com

⁴ Post-doctoral professor and researcher in Intelligence Technologies and Digital Design (PUC-SP). Professor of Higher Education at the Paula Souza Center, Guaratinguetá - SP, Brazil. Email: leilaurpires@gmail.com

Resumo

Os deficientes físico-motores são representantes da heterogeneidade social e os dispositivos legais que convergem na Lei de Diretrizes e Bases da Educação Brasileira (Lei 9.394/1996), amparados pela Lei 10.098/2000 que estabelece normas gerais e critérios básicos à promoção da acessibilidade das pessoas portadoras de deficiência ou com mobilidade reduzida, tornam possível a inclusão desse grupo nas atividades econômicas. Assim, este estudo analisa quais são e como têm sido aplicadas políticas públicas educacionais para inclusão dos deficientes físicos no município de Guaraí, Estado de Tocantins, sob a ótica do desenvolvimento daquela localidade. Como metodologia foi empregada uma pesquisa social que utilizou questionários e entrevistas com pessoas deficientes físico-motoras a fim de avaliar a influência das políticas públicas educacionais no processo de inclusão social. Com base nos resultados encontrados, a maioria dos deficientes físico-motores de Guaraí nunca ingressou no mercado de trabalho e sobrevive de doações, aposentaria ou pensão. Além disso, eles não completaram a escolaridade na educação básica e poucos representantes finalizaram o ensino superior. Concluiu-se que as políticas públicas educacionais para inclusão social de deficientes físicos apresentam falhas e necessitam de adequações, fato que impacta no processo de desenvolvimento de Guaraí/TO.

Palavras-chave: Deficiência Física Motora. Educação. Trabalho. Desenvolvimento Local.

Introduction

Education is one of the main actions for the transformation of societies throughout human history. From this perspective, educational public policies have been developed with the purpose of making this resource accessible and equal to all. The concept of "Educational Public Policies" can be defined by actions or strategies that aim to improve the mechanisms offered in this field to the population (SANTOS, 2018).

In Brazil, educational public policies are advocated by specific laws and guidelines. The main documents are found in the Federal Constitution of 1988, in Law No. 9.394 of 1996 that deals with the Guidelines and Bases of National Education (LDB), in the National Education Plan of 2001 (PNE) and, more recently, in the new Common National Curricular Base (BNCC), aiming to promote educational equity in the country (BRASIL, 1996, 2010, 2018; MACEDO, 2019).

According to Article 205 of the Federal Constitution of 1988, education should be a "right of all and duty of the State and the family and needs to be promoted and encouraged with the collaboration of society, aiming the full development of the person, its preparation for the exercise of citizenship and qualification for work" (BRASIL, 2018).

Even with the rights guaranteed by law, there are still certain social groups that have limitations regarding equal access to education (LIBÂNEO *et al.*, 2012). The disabled, especially those with some type of motor restriction, are included in one of these vulnerable segments and, consequently, dependent on specific public educational policies, aiming to ensure access to the most distinct publics in the educational environments of Brazil. One of these accesses occurs through a teaching modality called "inclusive education", also known as "special education", which has as its fundamental objective the equal offering of opportunities to the disabled in the country (BRASIL, 1996, 2018). However, until the late 1970s, the inclusion of these individuals was granted in a segregation conformation that only began to change with the 1988 Constitution (BUENO, 1993; MIRANDA, 2003).

It is exactly in the face of the discussions about the problem of job offers and the guarantee of labor rights for the handicapped that the theme of "inclusion" began to be discussed in the Constitution, which made it possible to create specific laws that aim to demand from the public and private powers the social and labor inclusion of this specific group of citizens. Article 37, item VIII of the Constitution, and Article 93 of Law No. 8.213 of 1991 ("Quotas Law"), determine and make it mandatory to reserve vacancies for the investiture of disabled people in both public and private positions (BRASIL, 2004, 2018).

According to the Ministry of Labor (2020), in the year 2019, by analyzing data from the General Cadastre for Employed and Unemployed (CAGED), Guaraí/TO presented 51.63% of job admissions, a slightly higher percentage in relation to dismissals (48.37%). In 2018, the average monthly wage in the municipality was 2.1 minimum wages. The proportion of employed people in

relation to the total population was 13.6% at the time. In the comparison with the other municipalities of Tocantins, Guaraí occupied the 18th position regarding the number of occupied people. In relation to households that had monthly incomes of up to half a minimum wage per person, on average, 36.7% of the municipality's population was in this condition, which placed Guaraí in the 131st position in relation to the 139 municipalities in the state (IBGE, 2017).

Having presented the study scenario, it is important to emphasize that the present research focused on the analysis of the applicability of educational public policies for the inclusion of the motor disabled in Guaraí/TO from the perspective of local development.

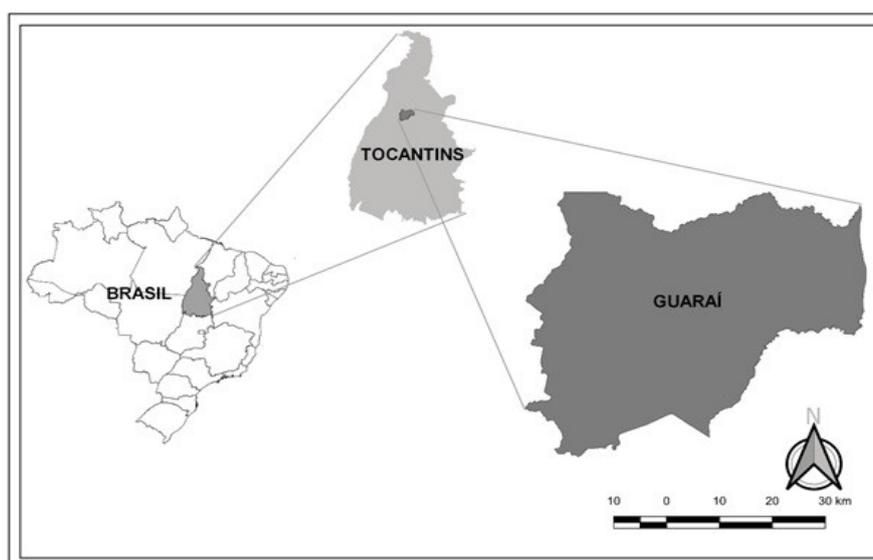
Methodology

The study was developed in Guaraí, State of Tocantins, recognized as a municipality on October 5, 1988, completing in 2021 exactly 33 years of emancipation. The Tocantins territory is located in the Northern Region of the country and has 139 municipalities in its territorial map (SEPLAN, 2012). The state stands out for the production of grains, especially soybean, contributing to the agricultural sector in Brazil, besides being classified by the Ministry of Agriculture as the last agricultural frontier worldwide (SILVEIRA *et al.*, 2017).

In turn, the municipality of Guaraí falls within the Western Mesoregion of Tocantins, Microregion of Miracema, and is part of the 6th Administrative Region of the State (IBGE, 2017). The population of Guaraí is subdivided into urban and rural subpopulations. Still because it is a municipality located on the margins of one of the largest and busiest federal highways in Brazil, a condition that affects its development, this municipality also features traditional communities. According to the last IBGE census aimed at quantifying the rural and urban population of Guaraí, conducted in 2010, when the municipality still had a total population of 23,200 inhabitants, 91.1% of the population lived in the urban area of the municipality and 8.9% occupied the rural area (IBGE, 2017; SEPLAN, 2017).

Regarding the geographic location, Guaraí is under the coordinates 8°50'03" of latitude and 48°30'37" of longitude, being located in the northwest of the state, 172 kilometers away from Palmas, the state capital (SEPLAN, 2012; IBGE, 2017). The main access to the municipality is via BR-153, the Belém-Brasília federal highway, which interconnects the municipality with Belém do Pará, Brasília, and the state of Goiás (Figure 1).

Figure 1: Spatial location of the municipality of Guaraí, Tocantins State – Brazil



Source: IBGE, 2016 (Produced by software Qgiz).

Therefore, this work is characterized as quali-quantitative and descriptive in nature due to the results found in the social research undertaken in Guaraí/TO. Leal and Lima (2009) state that it is common in quantitative research to use qualitative procedures to analyze and treat the data found during field research. This association between these two types of research is important, especially

in works that require interdisciplinary involvement with distinct areas of knowledge. Quantitative research considers that the results can be quantified, i.e., exemplified by means of numbers, with opinions and information collected for the purpose of classification and analysis of the results (SILVA, 2005).

For the access to the public of physically-motor disabled it was necessary to prepare and apply a questionnaire containing 50 semi-structured and closed questions, aiming at the collection of data through the application of social research with specific coverage to the mentioned public, which presents different levels of locomotion difficulty, with the purpose of verifying their participation in the process of local development of Guaraí/TO.

The sample number (N) of the physically-motor disabled who participated in the research was defined according to the methodology used to collect data from the application of the questionnaire, and the most suitable method for this type of research is the 'snowball sampling', classified as a non-probability sampling applied to social research. This is a type of sampling that uses chains of reference, a kind of network that seeks to collect as much information about the members of a network, or 'complete network design' (BALDIN; MUNHOZ, 2011; ALBUQUERQUE, 2009).

The total number of physically-motor disabled residents in Guaraí/TO, according to data from the information bank of the National Institute of Social Security (INSS) of the municipality consists in the year 2021 of a total of 508 individuals (INSS-GUARAÍ, 2020). Following the recommendations of the snowball sampling methodology for data collection, the sample number (N) obtained was 214 individuals.

This study included the signature of the Informed Consent Form by the interviewees after the presentation of the research to the interlocutors, according to Resolution No. 466 of December 12, 2012 (BRASIL, 2012), and was approved by the Ethics Committee of the University of Taubaté - UNITAU - under No. 4.335.779, CAAE: 38659020.0.0000.5501.

Results and Discussion

Through information obtained from the database of the National Institute of Social Security (INSS) of Guaraí in 2020, the municipality has an approximate population of 508 physically-motor disabled people. Following the methodology proposed in the study for the application of the questionnaires to the population, the research had a sample size of 214 people (Table 1), moment in which the application of the questionnaires reached the saturation point, when the answers of the participants started to present the same pattern, no longer contributing to the discussion of the work.

Table 1. Profile by gender and age group of the disabled participants in the survey

PROFILE BY GENDER/AGE GROUP OF THE DISABLED PARTICIPANTS												
GENDER			AGE GROUP									
Female	Male	Other *	- 15	15 to 20	21 to 26	27 to 32	33 to 38	39 to 44	45 to 50	51 to 56	57 to 62	62 +
128	84	2	27	64	55	29	16	10	7	1	2	3
TOTAL: 214												

*Other = Sex not declared in the questionnaire.
Source: Elaborated by the authors.

The individual profile related to gender of the physically-motor disabled people in the city of Guaraí shows, from the data in Table 1, that the majority of the participants in the research were women, with a total of 128 female individuals, a representative average of 59.8% of the target audience of the research.

It was also registered the participation of 84 men (39.3%) and two individuals who declared undefined gender, representing 0.9% of the sample population. These results are in agreement with those found by Soares and Junior (2020) in a document review carried out with the Human Resources sector of the Prefecture of Guaraí/TO to identify the number of disabled people with active

enrollment in the different municipal departments. According to the results found in that work, most disabled people working in the municipal secretariats were female.

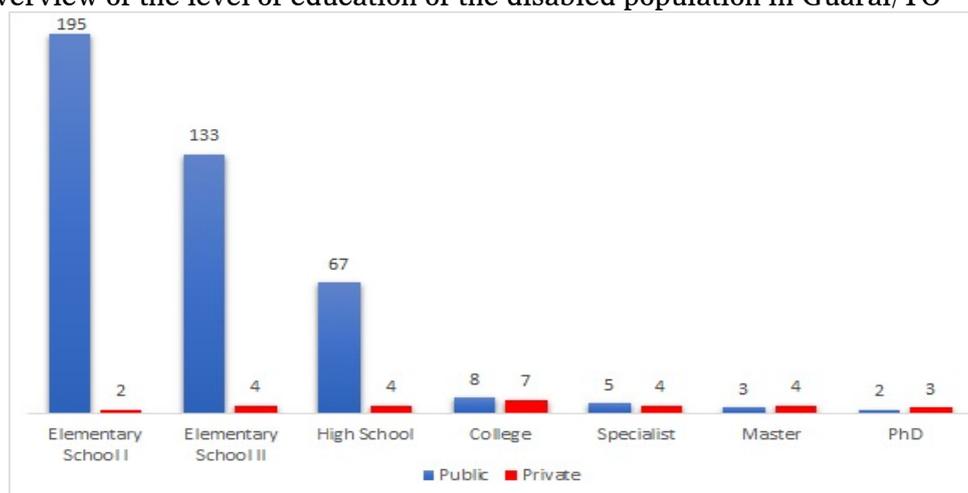
In relation to the age range of the participants, Table 1 shows that the majority are aged between 15 and 20 years and 21 to 26 years, respectively. Therefore, of the 214 physically-motor disabled people who answered the questionnaire, 64 of them are between 15 and 20 years old, while 55 are between 21 and 26 years old, representing 29.9% and 25.7%, respectively, of the total sample. Next are the disabled aged between 27 and 32 years, with 29 individuals in this age group (13.6%).

Participants under the age of 15 corresponded to 27 disabled people, with a representative average of 12.6%. In addition, there were 16 disabled people between the ages of 33 and 38 or 7.5% of the population. The representation for the age group between 39 and 44 was 10 participants (4.7%), as well as people aged above 45 and 50, with seven of them, representing 3.3% of the total sample. The rest of the sample includes people over 50 years old, with one individual from 51 to 56 years old (0.45%); two from 57 to 62 years old (0.9%); and three over 62 years old (1.35%).

The results show that 214 participants declared they were of Brazilian nationality and, regarding their place of birth, the majority declared they were from Guaraí/TO (128 individuals). It was still possible to verify that the majority of the physically-motor disabled studied entirely in public educational institutions, with a small amount of students who attended private schools.

Another relevant factor identified during the investigation is that the majority of the physically-motor disabled individuals concluded their schooling in the same municipality of residence, with 122 (56.8%) stating that they studied only in Guaraí, while 92 studied in other locations, representing 43.2% of the population. Graph 1 shows a panorama of the schooling of these individuals, allowing us to understand the social stratification resulting from this data.

Graph 1: Overview of the level of education of the disabled population in Guaraí/TO



Source: Elaborated by the authors.

According to the Graph 1, the higher the level of schooling, the lower the number of students enrolled in each level of education. The research also revealed that 195 disabled people attended Elementary School I entirely in public schools. This number represents 99.1% of the total sample with this level of schooling. Only two disabled people attended Elementary School I in full in private schools (0.9%), and another 15 did not reach this level of schooling, which represents 7% of the population of physically-motor disabled people in Guaraí. As for Elementary II, the number of people who stopped attending school was five times higher than that observed in the first segment. Thus, in this schooling level, 133 people attended entirely in public schools, which represents 97.1% of the population, while four individuals (2.9%) attended this level in private schools.

A similar work carried out by Pimentel *et al.* (2017) demonstrates the panorama of inclusive education for people with disability in some rural localities in the state of Tocantins. Among the results presented by the authors were found 3,547 enrollments of disabled people in Elementary Education in the state of Tocantins, distributed in schools in settlements, remnant communities of quilombos, indigenous territories, rural communities and family-farming. Of this total, 225 students were physically disabled and had considerable difficulty in locomotion. However, it is worth pointing out that these results were obtained by document review, presenting a total of 67 disabled students

enrolled in regular elementary schools in the city of Paraíso do Tocantins - one of the cutouts of that research.

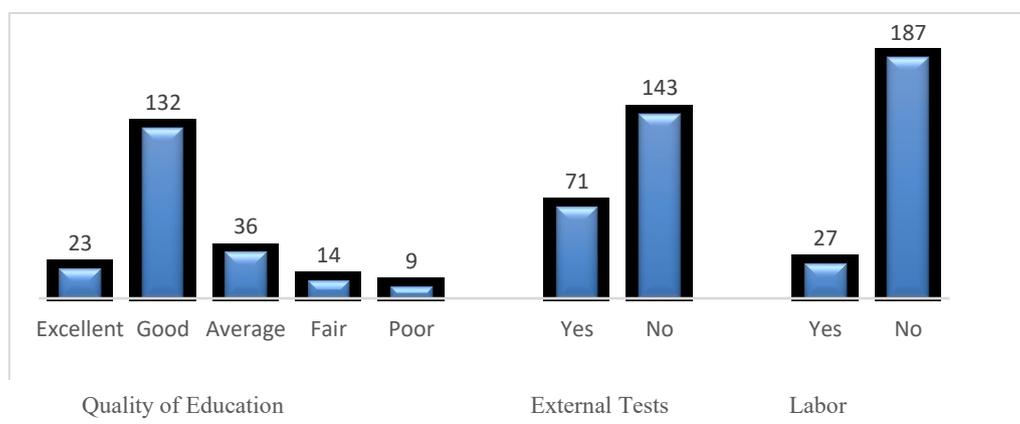
The lines between students who completed high school cross in opposite directions with those of students who never reached this level of education, showing that the number of disabled students who completed it is significantly lower than those who dropped out. In this sense, only 67 disabled people (94.4%) completed high school in public institutions and four (5.6%) finished their studies in private institutions.

In turn, the reality of the schooling profile of the disabled in Guaraí/TO continues to show a sharp drop in relation to the level of schooling, since most of the people who finished high school did not go on to Higher Education. In this way, from the total sample of 214 physically-motor disabled individuals, only 15 attended Higher Education, while in the Post-Graduation level were identified 36 individuals, 18 attended private education (50.0%) and 18 attended public education (50%).

The study carried out by Soares and Junior (2020), which aimed to evaluate the positions and the level of education of workers in several secretariats in the city of Guaraí/TO, revealed a high number of disabled workers in the city: 35.7% of the sample performed functions in several sectors of the City Hall, but had not attended college, and 64.3% of the people with higher education worked in graduation courses, especially Pedagogy and Literature. Another study on the theme, conducted by Souza and Kamimura (2010), discusses the level of education of physically-motor disabled people who applied for job vacancies at the job counter of APARU - Paraplegic Association of Uberlândia, Minas Gerais. In that survey, it was found that none of the interviewees had attended college. However, 57.14% of those people had completed high school and 42.86% had only attended elementary school.

In Guaraí/TO, the former students with disabilities demonstrated their perception regarding the quality of education offered during their basic schooling in face of job opportunities and the possibilities of obtaining good scores in external tests (Graph 2).

Graph 2: Students' conceptions of the quality of education, job opportunities, and external test



Source: Elaborated by the authors.

When asked about the quality of education, the majority of the disabled judged that they were offered a good quality education, according to a total of 132 disabled people, corresponding to a sample average of 61.68% of the population. Among the others, 23 considered the education offered as excellent; 36 said it was regular; 14 said it was bad, and nine understood that the quality of the education offered was terrible.

These answers are contradictory in relation to the next question, "Do you believe that the schooling process to which you were submitted was sufficient to prepare you for external examinations?" The results displayed in the graph show that most students (143 disabled, representing 66.8% of the total sample) stated that the schooling they were offered was not sufficient to prepare them for external exams.

Another contradiction can be observed in the responses to the question, "Do you believe that the schooling process to which you were subjected was sufficient to prepare you for the labor market?" A high number of participants stated that they do not believe that the schooling offered prepared them to enter the labor market. Of the 214 people who answered the question, 187 (87.4%) answered no, while 27 (12.6%) answered yes.

These results allow us to question the effectiveness and efficiency of the public educational policies for the social and educational inclusion of physically-motor disabled people, since most respondents do not feel confident about the quality of the educational services offered, as well as for the preparation for external tests and for entering the job market, which makes inclusion a challenge that goes beyond the limits of the classroom. On the other hand, it is important to note that the age range of approximately 42% of the respondents was between 15 and 20 years old. Therefore, they are young people who have little preparation and experience in the labor market.

In view of these results and according to Table 2, the physically-motor disabled pointed out what would be the main measures to be implemented in schools to facilitate the teaching and learning process.

Table 2: Actions that should be implemented in schools to improve the teaching learning process, with more than one answer option

ACTIONS TO BE DEVELOPED	Votes	%
Invest more in training the physically disabled for the job market.	161	75,2%
Invest more in training the physically disabled to take external tests.	130	60,7%
Promote actions to combat bullying against the disabled.	118	55,1%
Increase awareness actions regarding the physically disabled.	106	49,5%
Offer educational psychological services to treat educational disorders.	89	41,6%
Train teachers to attend other students with my kind of deficiency.	56	26,2%
Improve the materials in the educational resource room.	45	21,0%
Implement handicapped accessibility throughout the institution, such as ramps, handrails and desks.	45	21,0%
Improve the building structure (hallways, bathrooms, library, courtyard, classrooms, etc.).	41	19,2%
Offer after-school tutoring.	40	18,7%
Offer an equal education, according to my disability.	39	18,2%
Promote more parent-teacher meetings.	37	17,3%

Source: Elaborated by the authors.

Considering the results, it was observed that the major recommendation of the research participants is that basic education should receive more investment in the qualification of the physically-motor disabled for the job market. According to Klein (1998), performing a work activity is a means for people with disabilities to gain autonomy through inclusion in society and, therefore, find motivation to overcome disability.

Hence, the longing of the research participants in clamoring for training for insertion in the job market may be related to the need for social inclusion and personal autonomy, generating the feeling of security needed to face the difficulties imposed by their disability. Another recommendation is that the teaching should also be based on their preparation for external tests, since they yearn for entry into the labor market and academic career, but are not supported by the educational environment to which they were subjected during the schooling period.

Cardoso and Kern (2016) and Gomes-Machado *et al.* (2016) discuss the importance of continued training for the professional education of people with disabilities and consider that this process will be based specifically on the development of skills related to self-determination of the individual, improving their decision-making skills related to aspects inherent to their own lives and enabling them to act based on these choices.

For Araújo and Schmidt (2006), most companies tend not to respect the legislation of quotas for disabled people, precisely because of the low level of education and the lack of training offered to disabled people. Qualifying the individual for the job market is a necessary action, both from the point of view of the specialists in the area, as well as the handicapped person themselves (MENDES *et al.*, 2004). In this scenario, it is evident the importance of a greater inspection for the enforcement of laws that facilitate the access of people with disabilities to the labor market.

In Brazil, the process of training the disabled has been offered especially by institutions that work in specialized areas, such as rehabilitation centers and philanthropic associations (CARDOSO; KERN, 2016). Therefore, for the inclusion of the disabled in the labor market, it is essential the

participation of these institutions in programs that promote training and offer professionalization modalities that range from training for insertion in competitive work to the Supported Employment Program, through alternatives such as Protected Work (Workshops) or pre-vocationalization programs (SASSAKI, 1997; ARAUJO; SCHMIDT, 2006).

Philereno *et al.* (2015) understand that the family, in some cases, also represents a central issue related to the difficulties of social inclusion, especially when the disabled are resistant to projects of insertion in the labor market, for believing that they are not capable of performing a professional activity. In most cases, the disabled person's family is not engaged in the social inclusion process.

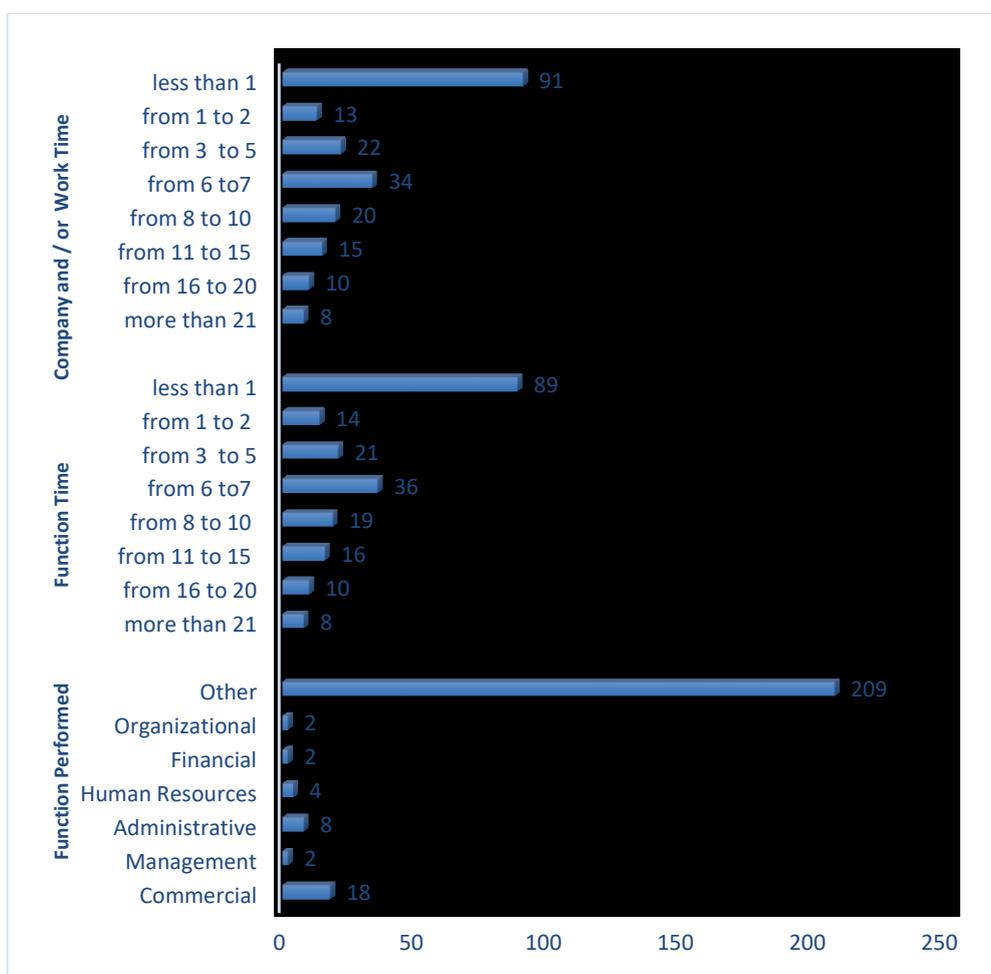
Another important point for the improvement of the quality of basic education is the intensification of actions to combat bullying against the disabled. The high number of people who made this observation in the survey shows that the population interviewed has been greatly affected in their student life by problems related to coexistence with schoolmates. This statement is corroborated by the next observation of the survey participants, who believe that in order to improve the quality of education offered to the physically-motor disabled it would be necessary to conduct awareness and integration campaigns.

Also in the ranking of the most registered answers in the survey is the offer of educational psychological services, with the purpose of treating learning disorders and making possible the permanence of the physically-motor disabled in all levels of basic schooling. Another point mentioned was the need to train the teaching staff to serve other students with the same physical disabilities as those who participated in the survey, as well as to improve the didactic and pedagogical materials made available in the Educational Resource Room, in order to meet individual and collective needs.

The research participants indicated actions that can confer greater quality to the teaching and learning process. These are accessibility measures, such as the installation of ramps, handrails and furniture, as well as the inclusion of equipment with specific adaptations. They also emphasized the need for improvements in the physical and spatial structures of school buildings, indicating as urgent the realization of adaptations in hallways, bathrooms, libraries, playgrounds, classrooms, and other physical spaces of the school, as regulated by NBR 9050/2015.

The participants believe that the offer of after-school tutoring would be a necessary action, in order to make the schooling process efficient, with the offer of humanized teaching, in an egalitarian way that respects the conditions of each student. Finally, the interviewees said they believe it is necessary to involve the family in the schooling process of the disabled, especially in parent-teacher meetings. The physically-motor disabled people who have held, or currently hold, some position in the labor market answered questions referring to these positions held throughout their lives, as well as about the time they have worked and/or worked for the company. These answers are presented in the Graph 3.

Graph 3: Profile of the performance of physically-motor disabled people from Guaraí in the job market



Source: Elaborated by the authors.

Among the questions presented to the respondents, one of them referred to how long they had worked in a particular position. The majority (89) stated that they had held the position for less than a year. However, 14 people claimed to have held positions for between one and two years; 21 for three to five years; 36 for six to seven years; 19 for eight to 10 years; 16 for 11 to 15 years; 10 for 16 to 20 years; and eight are and/or have been for more than 21 years in the same profession.

When questioned about how long they had been working in a certain company, department, or locality, the majority informed that they had performed, in the same place, the same function for less than a year, with a total of 91 people who fit this profile. For the same question, a considerable number of respondents (34) stated that they performed a certain profession in the same place from six to seven years; 22, from three to five years; 20, from eight to 10 years; 15, from 11 to 15 years; 13, from one to two years; 10, from 16 to 20 years; and eight worked in the same place performing the same function for more than 21 years.

Most of the physically-motor disabled people who were part of the sample in this research said that they had never entered the labor market, with a total of 185 people who had never formally worked, representing 86.4% of those who answered the questionnaire. When asked about the reason for not getting a job, 89 (41.3%) said they had never tried a job and 98 (46%) said they could not get the job due to low education. It is important to note that 91 people (42% of the total respondents) were under the age of 20.

In addition to the approach from the point of view of "problems to perform activities involving work," the disabled were asked about the time it took them to get a job after finishing their current schooling (Table 3).

Table 3: Relationship between difficulties and time of entering the labor market

DIFFICULTIES/TIME TO ENTER THE JOB MARKET					
Time to enter the job market after finishing your studies			Difficulties in getting a job		
Options	Un.	%	Options	Un.	%
I did not join	185	86,4	Never tried	89	41,3
Already worked before	16	7,5	Low schooling	98	46
From 1 to 6 months	3	1,4	Lack of training	14	6,6
From 7 months to 1 year	3	1,4	Skills and abilities	2	0,9
From 1 to 2 years	4	1,9	Prejudice	4	1,9
From 2 to 3 years	2	0,9	Lack of accessibility	4	1,9
More than 3 years	1	0,5	Transportation	3	1,4
TOTAL	214	100	TOTAL	214	100

Source: elaborated by the authors.

Considering the distinctions, the results obtained in the Guarai/TO survey are in agreement with the reality presented by the study of Souza and Kamimura (2010), who evaluated the profile of the physically disabled who sought employment in 2009, by collecting data at the job counter of Uberlândia, Minas Gerais. According to those authors, most disabled people were employed (57.14%), but with very low wages, and 42.86% had never entered the labor market.

In studying the insertion of people with disabilities in the labor market, Costa (2011, p.81) states that "the human condition is doubly denied to this worker, because, even before accessing the market, obstacles are created for their insertion, since, supposedly, they lack the competence and skills considered essential by capital".

In this investigation in Guarai/TO, the difficulties inherent in competing for a job position, the lack of specific training to develop a job position (14 people or 6.6% of the total sample), as well as the competencies and skills to solve problems related to the complexity of the specific job attributions (two individuals or 0.9%) were also addressed.

Regarding difficulties, 04 people complained about the absence of accessibility and 03 complained about lack of transportation to work. Questions about prejudice related to disability when competing for a job position in the labor market indicated that 1.9% of the population interviewed had already lost the opportunity to another person due to their physical condition.

In contrast, 16 physically-motor disabled people stated that they were working when they finished their schooling stage; 03 checked the alternative that specifies the time to get a job, being from one to six months after finishing the schooling stage; 03 people took from seven months to one year; 04 waited from one to two years for a vacancy; 02 took from two to three years, and 01 person took more than three years to get the first job.

Souza and Kamimura (2010) found similar responses in the difficulties cited by disabled job seekers in Uberlândia/MG. These respondents stated that the biggest difficulties related to the execution of their work referred to the lack of adequacy of the physical space and the coexistence with other people who frequent the establishment, such as co-workers.

Concluding Remarks

From the results of this work it was possible to identify that there are public educational policies in Guarai/TO aimed at the inclusion of people with physical-motor disabilities. However, these policies are not fully applied and do not meet the expectations of the disabled, due to bureaucratic obstacles to the use of resources for the implementation of projects for this purpose.

Most of the physically-motor disabled people who were part of the sample in this study had low schooling, no training for the job market, and little or no professional experience, which hinder the process of social inclusion of these citizens, who become excluded and unable to have an effective participation in the decision making process of the society they live in.

The main public educational policies necessary for the inclusion of the people heard in this research are related to the adaptation of physical spaces, especially in public institutions, specialized educational service in specific educational institutions, and acquisition of educational material for the teaching and learning process of the disabled. However, these initiatives were criticized by the respondents.

In some cases, public policies have not yet allowed flexibility for the acquisition of equipment and utensils to improve the quality of life, not offering better conditions of mobility, comfort, and communication that favor the access and social inclusion of the interviewed individuals.

It is understood, finally, that inclusive educational public policies need to cover the current forms of insertion of the disabled in the the job market, in addition to promoting actions for regional and local development through the continuous valorization of local vocation and of the collaborative economy.

Therefore, we invite to the consolidation of these and other questions and considerations, aiming to stimulate the emergence of new researches in the area, such as the one presented in this study, for the planning and application of truly aggregative and inclusive actions.

References

ARAÚJO, J. P.; SCHMIDT, A. A inclusão de pessoas com necessidades especiais no trabalho: a visão de empresas e de instituições educacionais especiais na cidade de Curitiba. **Revista Brasileira de Educação Especial**, Marília, v. 12, n. 2, p. 241-254, 2006.

ALBUQUERQUE, E. M. **Avaliação da técnica de amostragem “Respondent-driven Sampling” na estimação de prevalências de Doenças Transmissíveis em populações organizadas em redes complexas**. Escola Nacional de Saúde Pública Sérgio Arouca – ENSP; Rio de Janeiro: Ministério da Saúde – Fiocruz, 2009. Dissertação de Mestrado, 99p, 2009.

BALDIN, N.; MUNHOZ, E. M. B. Educação ambiental comunitária: uma experiência com a técnica de pesquisa *snowball* (bola de neve). **Revista Eletrônica do Mestrado em Educação Ambiental**, v. 27, 2011.

BRASIL. **Constituição de 1988**. Constituição da República Federativa do Brasil (recurso eletrônico). Brasília: Supremo Tribunal Federal, Secretaria de Documentação, p. 518, 2018.

BRASIL. **Lei nº. 9.394, de 20 de dezembro de 1996**. Estabelece as Diretrizes e Bases da educação nacional. Legislação, Brasília, DF, dez. 1996. Disponível em: http://www.planalto.gov.br/ccivil_03/leis/19394.htm. Acesso em: 17 abr. 2020.

BRASIL. **Lei nº 8.035/2010, de 20 de dezembro de 2010**. Plano Nacional de Educação. Fundo de Manutenção e Desenvolvimento da Educação Básica. Brasília, 2010. Disponível em: https://www.camara.leg.br/proposicoesWeb/prop_mostrarintegra?codteor=831421&filename=PL+8035/2010. Acesso em: 17 abr. 2020.

BRASIL. Ministério da Saúde. Conselho Nacional de Saúde. **Resolução n. 466, de 12 de dezembro de 2012**. Aprova diretrizes e normas regulamentadoras de pesquisas envolvendo seres humanos. Diário Oficial da União, de 12 de dezembro 2012.

MINISTÉRIO do Trabalho. **Perfil do Município**. Disponível em: https://bi.mte.gov.br/bgcaged/caged_perfil_municipio/index.php. Acesso em: 24 abr. 2020.

BUENO, J. G. S. **Educação Especial brasileira: integração/segregação do aluno diferente**. São Paulo: EDUC, 1993.

CARDOSO, L. K.; KERN, C. A. R. Capacitação da pessoa com deficiência intelectual ao mercado de trabalho numa APAE do sul de Santa Catarina. **Revista de Ciências Humanas**, Florianópolis, v. 50, n. 2, p. 437-458, 2016.

COSTA, M. C. A. *et al.* Inclusão social pelo trabalho: a qualificação profissional para pessoas com deficiência intelectual. **Revista Interinstitucional de Psicologia**, p. 200-214, 2011.

GOMES-MACHADO, M. L. *et al.* Effects of Vocational Training on a Group of People with Intellectual Disabilities. **Journal of Policy and Practice in Intellectual Disabilities**, v. 13, p. 33-40, mar. 2016.

IBGE, Instituto Brasileiro de Geografia e Estatística. **Cidades**. 2017. Disponível em: <https://cidades.ibge.gov.br/brasil/to/guarai/historico>. Acesso em: 05 jan. 2020.

- INSS-GUARAÍ, Instituto Nacional de Seguro Social, Guaraí-TO. Deficientes Físico-motores residentes em Guaraí -TO. **Dados do sistema do INSS-GUARAÍ**. Documento impresso, 2020.
- KLEIN, M. Os discursos sobre surdez, trabalho e educação e a formação do surdo trabalhador. In: SKLIAR, C. (org.). **A surdez: um olhar sobre as diferenças**. Porto Alegre: Mediação, p. 75-93, 1998.
- LEAL, M. G. F.; LIMA, F. R. **Metodologia da pesquisa**: Módulo VI, Curso de Especialização em Educação Tecnológica. CEFET/RJ. Rio de Janeiro, 2009.
- LIBÂNEO, J. C.; OLIVEIRA, J. F. de; TOSCHI, M. S. **Educação escolar: políticas, estrutura e organização**. 10 ed. rev. e ampl. São Paulo: Cortez, 2012.
- MACEDO, E. N. A BNCC como política educacional. **Espaço Público**, v. 3, p. 64-76, mar. 2019.
- MENDES, E. G. *et al.* Estado da arte das pesquisas sobre profissionalização do portador de deficiência. **Rev. Temas psicologia**, Ribeirão Preto, v. 12, n. 2, p. 105-118, 2004.
- MIRANDA, A. **História, Deficiência e Educação Especial**. Reflexões desenvolvidas na tese de doutorado: A Prática Pedagógica do Professor de alunos com deficiência mental. São Paulo: Unimep, 2003.
- PHILERENO, D. C. *et al.* Qualificação das pessoas com deficiência para o mercado de trabalho: um estudo de caso em Caxias do Sul – RS. **Estudo e Debate**, Lajeado, v. 22, n. 1, p. 160-179, 2015.
- PIMENTEL, K. P.; FALCÃO, A. C. N.; SANTOS, J. D. L. B. Políticas de inclusão de crianças com necessidades específicas nas escolas municipais de Paraíso do Tocantins. **Revista Sítio Novo**, v. 1, 2017.
- SANTOS, C. M. L. S. A. **Estatística descritiva: manual de autoaprendizagem**. Edições Sílabo – Ltda, 3. ed. Cidade de Manchester, Lisboa, 2018.
- SASSAKI, R. K. **Inclusão: construindo uma sociedade para todos**. Rio de Janeiro: WVA, 1997.
- SEPLAN - Secretaria do Planejamento e da Modernização da Gestão Pública. **Base de Dados Geográficos: atualização**. Governo do Estado do Tocantins. Palmas, 2012.
- SEPLAN - Secretaria do Planejamento e Orçamento. Governo do estado do Tocantins. **Perfil socioeconômico dos municípios**. Diretoria de Pesquisa e Informações Econômicas. Palmas, 2017.
- SILVA, E. L.; MENEZES, E. M. **Metodologia da pesquisa e elaboração de dissertação**. 4. ed. rev. atual. 138p. Florianópolis: UFSC, 2005.
- SILVEIRA, L. P. O.; SOUSA, E. A.; GUIMARÃES, A. P. M.; DOURADO, N. C. Análise de dados e imagens fotográficas da condição atual de uma área da zona ripária do Rio Tranqueira, no município de Guaraí/TO. **Natural Resources**, v.7, n.2, p.32-42, 2017.
- SOARES, Z. C. B.; JUNIOR, L. C. G. Representação social de pessoas deficientes na ocupação de diferentes cargos públicos no município de Guaraí/Tocantins. **Revista LAJBM**. v. 11, n. 2, p. 120-130, 2020.
- SOUZA, M. R. de; KAMIMURA, A. L. M. Pessoas com deficiência e mercado de trabalho. **VII Seminário de Saúde do Trabalhador e V Seminário O Trabalho em Debate “Saúde Mental Relacionada ao Trabalho”**, set. 2010.



Esta obra está licenciada com uma Licença Creative Commons Atribuição 4.0 Internacional.