

Chapter 30

The deaf and the right to work



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ABSTRACT

In this text, we present the results of a research on the professional qualification of the deaf in the world of work in Rio Grande do Norte, which supported the elaboration of the master's thesis entitled: The professional qualification of the deaf in the labor market: A Libras (L1) as a facilitating instrument in the teaching-learning process. We aimed to indicate the main difficulties of the interpreters of pounds in the interpretations in formations offered to the deaf. Five groups of subjects participated in the macro investigation: (G1), deaf with higher education, who are working in public and/or private offices. (G2), deaf people who have only Basic Education and who are working in public and/or private offices. (G3), deaf

people with higher education, who are not inserted in the formal labour market. (G4), listeners (employers and co-workers) who have some kind of relationship with deaf employees. (G5), translators and interpreters of Libras, who work in the process of interpretation of the formations. In this article we will present the results only of groups 1 and 2. To perform this work, we adopted descriptive explanatory research, with a quantitative focus. In data collection, we used closed questionnaires directed to each group of participants, whose answers were analyzed through the SPSS v.23 program. Based on the results of the research, we can conclude that it is essential for deaf subjects, that the actors involved in the process of work inclusion know Libras.

Keywords: Pounds, Job market, Inclusion, Deaf.

1 INTRODUCTION

According to Sasaki (2010), until the end of the 20th century, there was great difficulty regarding the employability of the deaf, a fact due to the lack of preparation of organizations to receive the deaf as well as their lack of professional qualification. Klein (2013) warns of the fact that the paradigm of society in relation to the deaf has been changed, from the pathological view the biopsychosocial vision was passed, that is, it began to consider all the dimensions of the deaf subject, and this includes the social context in which the work is inserted. Through work, the deaf overcome their disabilities and gain their autonomy, according to Klein (2013) this fact occurs because work is a means of their integration into society. Freeman, Carbim and Boese (1999, p.30) "work is a source of honor, dignity and the possibility of exercising citizenship".¹

¹ The change of vision began in the International Convention on the Rights of Persons with Disabilities, in Brazil it is consolidated with the Brazilian Law for the Inclusion of Persons with Disabilities (Statute of Persons with Disabilities). This law in article 2 tells us: "§ 1 - The assessment of disability, when necessary, will be biopsychosocial, carried out by a multidisciplinary and interdisciplinary team and will consider: I - impediments in the functions and structures of the body; II - socio-environmental, psychological and personal factors; III - the limitation in the performance of activities; and IV - the restriction of participation" (Brazil, 2015).

According to Assis, Pussoli and Lacerda (1994), Brazil is one of the most advanced countries in the creation of laws that uphold the rights of people with disabilities. Law No. 8,213 of July 24, 1991, known as the quota law, is the most commonly known, which establishes some percentages for the hiring of persons with disabilities, in article 93.

"The company with 100 (one hundred) or more employees is required to fill 2% (two percent) to 5% (five percent) of its positions with rehabilitated beneficiaries or persons with disabilities, qualified, in the following proportion:

- 1 - up to 200 employees..... 2%
- 2 - from 201 to 500.....3%
- 3 - from 501 to 1000..... 4%
- 4 - from 1001 onwards..... 5%".

The percentages of the Quota law serve to verify whether the company is obliged to hire the person with disabilities, that is, if in its staff has less than 100 employees it is released from hiring people with disabilities by said law. In line with the quota law Article 8 of Law No. 13,146 of 2015, better known as the Brazilian Inclusion Law (LBI), corroborates stating that it is the duty of the State, society and the family to ensure, with priority, the enforcement of rights "arising from the Federal Constitution, the convention on the rights of persons with disabilities and its optional protocol and the laws and other rules that guarantee their personal well-being, social and economic." Among the rights arising from the Federal Constitution is the right to work, which must be observed by society with something priority, to the deaf subject.

In the case of the public sector, the Federal Constitution of 1988 guarantees inclusion in the public service in article 37 "VIII: The law will preserve the percentage of public positions and jobs for persons with disabilities and will define the criteria for their admission", "whose attributions are compatible with the disability of which they are carriers" (Pastore, 2000, p.47). This affirmative action represents a cut from reality that focuses on the most invalid, but observes the peculiarities of the minorities that compose it, considering the insufficiency of generic actions in themselves.²

Therefore, Article 93 of Law No. 8,213/91, when fixing, the percentages already seen, is exercising affirmative action resulting from law, and whose implementation depends on companies. The affirmative action of which it is being promoted, by the provisions of legislation, is that a free, just and solidary society is built through it, promoting the good of the group contemplated by the measure, fighting discrimination and prejudice that has always excluded people with disabilities from social life.

² "Affirmative actions are, therefore, measures aimed at the implementation of mandatory or optional measures, coming from public or private agencies, whose purpose is to promote the inclusion of notoriously discriminated groups, enabling them to access social spaces and the enjoyment of fundamental rights, with a view to achieving the effectiveness constitutional equality" (Gomes, 2011, p.56).

2 SCHOOLING: A PATH OF ACCESS TO FORMAL WORK

The deaf have undergone different educational approaches throughout history, thus making the process of their schooling deficient. Currently the process of deaf education takes place in regular classes. According to the National Policy of Special Education in the Perspective of Inclusive Education (PNEEPEI):

"School inclusion begins in early childhood education, where the necessary foundations for the construction of knowledge and its global development are developed. At this stage, play, access to differentiated forms of communication, richness of stimuli in physical, emotional, cognitive, psychomotor and social aspects and coexistence with differences favor interpersonal relationships, respect and appreciation of children" (Brasil, 2008, p.16).

In this sense, federal decree 5.626/05, chapter 6 Article 22, paragraph 2 tells us:

"II - bilingual schools or common schools of the regular school system, open to deaf and hearing students, for the final years of elementary school, high school or professional education, with teachers from different areas of knowledge, aware of the linguistic uniqueness of deaf students, as well as with the presence of translators and interpreters of Libras - Portuguese language".

PNEEPEI guarantees the deaf the right to enrollment from early childhood education and the federal decree guarantees their permanence of basic education when it ensures qualified teachers to serve them, as well as the guarantee of the right of the deaf student to have a translator interpreter of Libras in the classroom. § 2 of^{the} paragraph mentioned above also tells us the following "students have the right to schooling in a different shift to that of specialized educational care for the development of curricular complementation, with the use of equipment and information technologies".

In 2008, the Ministry of Education through the National Policy of Special Education in the Perspective of Inclusive Education (PNEEPEI) established that special education was a modality of transversal education at all levels and modalities of education being carried out in a complementary or supplementary way to the schooling³ of students with disabilities, global developmental disorders and high skills/gifted, enrolled in common classes of regular education. In this sense, the basic education education systems should effect the entry of deaf students in ordinary schools, through the provision of bilingual education, the services of translators interpreters of Libras/Portuguese Language (TILSP) and the teaching of Libras.

³ The article 21 of the Law on Guidelines and Bases of Education, divides education into two levels of education and three modalities. The levels of education are: I - Basic Education that includes Early Childhood Education, Elementary School and High School; II - Higher Education that can offer courses in Technology, Bachelor's degree and Bachelor's Degree. The modalities are as follows: I - Face-to-face: traditional teaching in which the student attends classes in the teaching unit, II - Distance Education: teaching that allows a flexibility of learning, through distance classes, in addition to face-to-face meetings, supported by technological tools of information and communication, III - Youth and Adults: Technical Professional Education of Middle Level, in meeting the objectives of national education, it is articulated with high school and its different modalities, also including Youth and Adult Education (EJA), and with the dimensions of work, technology, science and culture.

According to Sampaio and Sampaio (2009, p.27):

"Inclusive education, as it promotes respectful and meaningful teaching for each child, fosters the development of awareness that everyone is equally the beneficiary of rights and duties and encourages ongoing debate on collective causes."

As we perceive in the studies of Sampaio and Sampaio, inclusive education gains visibility when it assumes the most formative and ethical role of the school, promoting a respectful and expressive education. However, the school needs to review the model of inclusive education in order to effectively promote an inclusion, because the fact that the school only receives the deaf child and ensures the interpreter are not sufficient actions, it is essential that the changes are in the pedagogical processes allowing an investment in the relationships established between the children, because according to Vygotsky (1987), this action is of paramount importance for an exchange of knowledge according to the proposal of socio-interactionism.

For the realization of a bilingual education, the Federal Government in partnership with state governments creates the Training Centers for Education Professionals and Care for People with Deafness - CAS, which according to the Guiding Document (MEC, 2013) these centers aim at promoting bilingual education. We note that the proposal of bilingual education is in harmony with the Salamanca Declaration, because it points to sign language as the first language – L1 – of the deaf, and as a second language – L2 – that which is the official language of the country. Decree No. 5626/05, which regulates law no. 10,436/02, highlights the importance of Libras in the education of the deaf. It specifically highlights the need to implement bilingual education. In addition to the path that Brazilian legislation has opened for bilingual education for the deaf, they are also bases for the proposal, international documents and theories adopted and disseminated by the MEC of Brazil. The proposal of bilingual education, "seeks to respect the right of the deaf subject, with regard to access to social and cultural knowledge in a language that has mastery" (Skliar, 2013).

Within the process of schooling the deaf, it is necessary to understand how the deaf student communicates, because they have a different communication system from the students and teachers heard (Vargas and Gobara, 2014). According to Machado (2010) teaching the deaf means finding his way of learning to understand him. The concern with the appropriate condition of teaching for the deaf subject as we have seen starting in basic education, the legislation mentioned above allows deaf students to have equal access to the university. Since it is considered a pre-eume for the entry of the deaf person into the formal labor market. As for this Kober (2004, p.10) tells us the following:

"It can be said that this ideological consensus occurs through the agglutination of the education-employment relationship around the notion of employability; the better their education, the more employable the subject is, a notion that transfers to the individual full responsibility for his education and qualification, and the consequent possibility of remaining employed".

We realize that these ideologies are internalized by young people and by the worker himself who is already vying for a space in the labor market. Because they cannot access work, these subjects admit the guilt of disability and give poor qualification to the competitive world of work. By focusing on the subjects targeted by our research and on their educational trajectory, marked by prejudice, discrimination, imposition and exclusion, we realized that the issue of low level of education is an obstacle in the life of the deaf, aged between 30 and 70 years, because most institutions offer vacancies for those who complete high school.

In the previous chapter we describe the educational trajectory of the deaf, who was treaded by a path of imposition, discrimination and exclusion. When using the term imposition, we remember Lopes' words (2004, p.41) which says the following: "Under the effort to make deaf people speak, there is the process of discipline, sanction and power employed over them, as well as the guarantee of their difference, increasingly close to us, listeners/normal".

The lack of knowledge of the Portuguese language, the educational gap caused by the lack of use of Libras in the classrooms, the adaptation of environments, the noises caused by the lack of knowledge of Libras of the listeners and the lack of libras interpreters are some of the difficulties that the deaf subject has to achieve a better qualification through schooling, this reality is not exclusive to the state of Rio Grande do Norte, but to Brazil. Castel (2005, p.34) points out that "exclusion is neither arbitrary nor accidental, there is a legitimacy and, in this matter, there is a standard of normality of man. Being normal is who communicates using oral speech." The low level of schooling of the deaf is the biggest obstacle to their employability (Russo, 2009).

Due to the current legislation, which establishes the obligation of companies to hire people with disabilities, proportional to the percentage of employees employed, there is the flexibilization of the level of education. If we analyze the reality of Rio Grande do Norte (RN), which has about 9,258 (nine thousand two hundred and fifty-eight) deaf (Brazil, 2018), of this total 579 is regularly enrolled in basic education of the NB, divided as follows: 3.1% has up to 4 years of age, 13.8% is between 5 and 8 years old, 14% are from 9 to 12 years of age, 23.8% are from 13 to 16 years of age, 23.8% are from 17 to 20 years of age, 7.4% are from 21 to 24 years of age and 6.6% from 25 years of age above (Galasso and Ezra, 2018, p.268). According to Galasso and Esdras (2017, p.204) only 17 deaf people are enrolled in higher education. That is, only 236 deaf people out of 9,258 are in the process of qualifying, and 219 are still in basic education, and the low number of deaf people in universities, that is, the level of education of most deaf people is low, due to several factors.

Based on this, the organizations report that the low level of education associated with non-professional training hinders the communication process in the relationship. Gurgel, (2007) mocks the situation by saying that "institutions don't hire because they want deaf people to listen." We highlight that the issue of the schooling of deaf subjects is the second biggest obstacle to their hiring, behind the communication issue, which proved to be a reason for resistance of the institutions at the time of hiring. In

view of this situation, deaf communities have organized themselves with the legislative and executive branches, together with associations and with society so that conceptual and athenalyd barriers that prevent deaf people from having access to the society-based world from being overthrown (Klein, 2004).

Perlin (2004, p.80) records that the deaf "continues to be violently silenced", because access to the labor market is still denied. The effectiveness of inclusion is not guaranteed, because this effectiveness depends on the employment of Libras and the recognition of the real challenges, needs and potentialities of these people. According to Gil (2002), it is not only a matter of providing vacancies in institutions, but offering the possibilities for them to develop their talents and remain in the company.

Gentili (1996) believes that experienced neoliberalism contributes to an appreciation of individual capacities. In other words, due to the absence of state action in the economy, institutions gain autonomy by launching themselves into the foreign market. According to Mader (2014) this fact contributes to organizations abandoning the idea of employee and seeking people who perform a certain task in an excellent way, the best. In addition to this Schultz (1973, p.25), he believed that "the theory of human capital has placed in a precise and unidirectional way the relationship between education and economic development", that is, only through education can the subject ascend economically.

Schooling of the deaf: Perspective of inclusion in formal work

According to an study by Anache (1994), the educational system has always been structured to meet the current socioeconomic order of the country, so much so that in the Brazilian agrarian period the educational concern of the disabled arises. According to Mazzotta (2003) special education was intended until the beginning of the 21st century to insert people with disabilities into the labor market. This objective is evident when we analyze documents from the time that determine that educational establishments should turn to "literary education and vocational education of deaf-mute boys aged between 7 and 14 years" (Mazzotta, 2003, p.4). During this period, there was no effective public policy of universal access to education, and according to Anache (1994) the conception of "special policies" to refer to the theme of education of students with disabilities remained.⁴

Public policies for the education of people with disabilities have changed their objectives thanks to the advent of documents such as the World Declaration of Education for All (1990) and the Salamanca Declaration (1994). Article 3 of the Federal Constitution has as one of its fundamental objectives, "to promote the good of all, without prejudices of origin, race, sex, color, age and any other forms of discrimination" (Brasil, 1988). In Article 205, education is defined as a right of all, ensuring the full development of the person, the exercise of citizenship and qualification for work. In article 206, item I, the Federal Constitution establishes the "equality of conditions of access and permanence in school", as one of the principles for teaching and, as a duty of the State, the provision of specialized educational care,

⁴ "A bill presented by Congressman Cornélio Ferreira França to the Assembly in 1835, whose objective was to offer first-letter teaching to the blind and deaf-mute, in the capital of the Empire and in the capitals of the provinces" (Anache, 1994, p.15).

preferably in the regular school system. Article 208 of the Federal Constitution delegates to the State the duty to offer "specialized educational care (ESA) to people with disabilities, preferably in the regular school system" (Brasil, 1988). The Law of Guidelines and Bases of National Education (LDB), in article 59 clarifies the above-mentioned article of the magna carta, when it tells us the following:

"Art. 59. Education systems will ensure that students with disabilities, global development disorders and high skills or giftedness:

I - Specific curricula, methods, techniques, educational resources and organization to meet your needs;

II - specific terminality for those who cannot reach the level required for the completion of elementary school, due to their deficiencies, and acceleration to complete in a shorter time the school program for the gifted;

III - teachers with adequate specialization in high school or higher education, for specialized care, as well as regular education teachers trained for the integration of these students in the common classes;

IV - special education for work, aiming at its effective integration in life in society, including adequate conditions for those who do not reveal the ability to enter competitive work, through articulation with the related official bodies, as well as for those who have a superior ability in the artistic, intellectual or psychomotor areas;

V - equal access to the benefits of supplementary social programs available for their level of regular education" (Brasil, 1996).

Thus, it is essential to value the singularities of each student, to serve the school community, to incorporate diversity, without any kind of distinction. Respecting singularities, effective inclusion ensures the right of all quality education. Mantoan (2005, p.26), points out that one of the principles of teaching is "equality of conditions and permanence in school, according to the capacity of each one".

According to the National Policy for the Integration of Persons with Disabilities (PNEEPEI) (2008) only in the modality of Youth and Adult Education (EJA) and in professional education, is that the actions of special education enable training for insertion in the world of work and effective social participation, in addition to schooling. For Frigoto (2004) this idea is inconceivable, because the world of work should be within the school, because it creates a social basis that the school cannot olveto that the teacher needs to reflect daily on his practice and the social function of the school. Labour market education for people with disabilities is not an unknown or innovative issue.

Aroucha (2011) tells us that the noises in communication associated with low or deficient schooling of deaf subjects plus employers who circumvent the quota law makes it difficult for these subjects to enter the labor market. The labor market wants co-workers who have the reading skills and mathematical knowledge to perform the tasks. Education is one of the tools that contributes in the process of inclusion of deaf subjects in the labor market.

Career (2009, p.24) lists some of the reasons that lead to the non-hiring of subjects with disabilities, among them, the main reason is the "lack of knowledge, the work capacity of the disabled person, their form of recruitment, selection and training, the legislation in force, the reaction of non-disabled employees ". Career (2009) corroborates with the International Labor Organization (ILO), which in 1994 discloses that

one of the great reasons for not hiring people with disabilities is the great ignorance and prejudice regarding disability.

3 WORK AS A RIGHT IN THE INCLUSION PROCESS - REFLECTIONS IN PRACTICE

Fonseca (2000, p.189) to the dissertation on the legal framework aimed at the professionalization and inclusion of people with disabilities tells us the following: "Both the Constitution and the ordinary law outline utterances, principles, whose application had been making in a case-by-case manner, at the various levels of the Federation". Decree No. 3,298/99, regulamenta law no. 7,853, of October 24, 1989, provides for the National Policy for the Integration of people with disabilities, consolidates the standards of protection, in it we see the implementation of the mechanisms for the realization of professional education and inclusion in work, in addition in this decree there is the reserve of vacancies for public tenders.

Although there is a legal framework that addresses the real needs of people with disabilities and has been expanded in the last decade with the objective of ensuring the guarantee of the right of those entitled, we realize that the issue of professional qualification of the deaf has not progressed in the last 21 years. Aloisi (2000, p.170), records that the professionalization of these subjects is incipient in Brazil, because it does not use "methods and techniques that lead to an adequate and sufficient qualification, which allows them to compete on equal terms in the labor market". After 19 years of the approval of the law of Libras Silva and Helal (2017, p.42) record that several human resources (HR) professionals report that "people with disabilities are accommodated, make themselves poor and have a high absenteeism rate, in addition to low qualification", Santiago (2018, p.4) adds that the greatest obstacle found by institutions for the hiring of the deaf is given " also because of low schooling; the lack of qualification of persons with disabilities."

The reality described by Aloisi remains the same as we see in the discourses of Silva and Helal and Santiago, and has made it difficult to include the deaf in the formal labor market, so the Ministry of Labor to combat unemployment created the Employment and Income Generation Program (PROGER) and the Qualification Program, because people with disabilities were included in the category of populations at risk or in social disadvantages. It should be remembered that the fact of guaranteeing the right to employability does not make an institution truly inclusive, nor does it guarantee the qualification of all subjects, but minimizes existing inequities and allows them to be opportunities that have not existed, opening spaces for autonomy and conquest of other inaccessible rights (Simonelli; Box, 2011).

According to the Ministry of Labor (1996), these programs would target the qualification of 150,000 disabled people every two years. However, they do not have statistical data to prove the implementation of the programmes or the placement of disabled people in the labour market. The Public Ministry of Labor (2000) aware of this reality, points to the need to evaluate these programs, "as to their relevance and sufficiency to create opportunities that effectively allow people with disabilities to enter the labor market" (Public Ministry of Labor, 2000, p.43).

Article 45 of Federal Decree 3.298/99 provides for the implementation of training and professional qualification programs, in Article 35, the decree defines the modalities that Persons with Disabilities should be inserted in the formal labor market.

"Art. 35. The modalities of labour insertion of persons with disabilities are:

I - Competitive placement: Regular hiring process, in accordance with labor and social security legislation, which is independent of the adoption of special procedures for its implementation, not excluding the possibility of using special support;

II - Selective placement: Regular hiring process, in accordance with labor and social security legislation, which depends on the adoption of special procedures and support for its implementation; and

III - Promotion of self-employment: Process of fostering the action of one or more people, through autonomous, cooperative or family economy work, with a view to economic and personal emancipation" (Brasil, 1989).

We emphasize that although several articles of this decree have been repealed by more current legislation, as decree 5.296/2004 amending Article 4 and repealing articles, 50, 51, 52, 53 and 54 and decree 9.494/2018 amending Articles 11, 12, 14, 55, 56 and 57, this remains in force, and draws attention to the selective modality, which provides for special procedures and support, due to the degree of commitment and the inability of the disabled to perform a work activity. In § 2^{we} see that the special procedures are: "Variable working hours, flexible hours, proportionality of salary, work environment appropriate to its specificities, among others" (Brasil, 1989).

Thus Araújo (2008, p.53) tells us that work is no longer a duty and has become the right, because the right to work is, "the right to own subsistence is a way of establishing oneself personally and socially that ensures dignity to people with disabilities". That is, the State must be the main promoter of the guarantee of this right. Silva (2001, p.89) points out that:

"The State has currently been the main responsible for the opening of new jobs for people with special educational needs - PPNEs, due to its normative provisions on the subject. Among them is the quota system, which, despite all the controversy, has effectively provided new job opportunities for this population, thanks mainly to competitions for the various careers of the public sector. Some units of the Federation have also adopted the quota system in contracts with companies providing services to public agencies."

These actions are extremely important for the inclusion of people with disabilities in the labor market, especially deaf subjects. However Silva (2001), adds that in private institutions the hiring of people with disabilities have not found the same resonance.

With regard to deaf subjects, we highlight the achievements, such as individual guarantees and the full exercise of citizenship supported by law no. 10,436/2003, which recognizes Libras as the official language of the Brazilian deaf commute. Based on the legislation the employer must hire a translator interpreter of Libras in order to favor institutional communication, as well as respect linguistic and cultural differences. Institutions with deaf employees must provide real conditions of social inclusion. Another important issue is the professional qualification of the deaf subject, because as we saw their schooling process in the vast majority is deficient, about this Miranda (2006, p.167) reports that:

"These people are underqualified to enter the formal labor market. However, it concludes that companies do not hire people with disabilities just because of the lack of adequate qualification of this population, in fact there are other factors that influence this behavior of companies. She found that concern about safety at work is still one of the biggest reasons companies do not hire people with disabilities, adding to the lack of knowledge of the capacity of these people, or even a negative view of these capabilities, believing that they are not productive enough and that they could bring problems to the work environment."

We have a whole legal framework that requires organizations to hire subjects with deficiency, but for there to be a de facto inclusion, it is necessary to create conditions of access and permanence, a managerial policy that favors the inclusion of all the excluded. According to the manual published by the Ministry of Labor and Employment (MTE), Inclusion of people with disabilities in the labor market (Brazil, 2007), this theme is highlighted in different spaces beyond the educational environment.

According to Brazil (2007, p.10) acts in favor of equal rights were initiated with the French Revolution in 1789. The Ministry of Labor and Employment also points out that only after The Second World War, does the struggle for rights receive greater evidence, such evidence, given the need to rehabilitate soldiers who returned mutilated from battles. In the context that several countries received maimed soldiers who needed to be rehabilitated for work, the struggle for rights becomes internationally valid rights. The first affirmative policies arise, in favor of so-called socially excluded groups.

According to Gomes (2011, p.40):

"Affirmative actions can be defined as a set of public and private policies of compulsory, optional or voluntary character, designed with a view to combating racial, gender and national discrimination, as well as correcting the present effects of discrimination practiced in the past, aiming at achieving the ideal of effective equal access to fundamental goods such as education and employment."

In this sense, the inclusion actions that make up the Brazilian legal framework prove the concept discussed by the author. In other words, these affirmative actions seek to compensate for damages from the past, thus enabling access to social spaces, opportunistic to fundamental rights, obeying the Federal Constitution. In Brazil, the guarantee of access of the disabled person to the labor market takes place as previously seen through law no. 8,213/9, regulated by Decree No. 3,298/99.

According to Neri (2003, p.61):

"Law 8.213, which establishes quotas in companies to employ people with disabilities, is of July 24, 1991, but only came to be effective when the President of the Republic, through Decree No. 3,298 of December 20, 1999, regulated Law 7,853 of October 24, 1989, which provides for the national policy for the integration of persons with disabilities, in line with the national human rights programme."

In a universe of 1 million 418,000 formal workers active in the state of Rio Grande do Norte (RN), 850 are people with hearing impairment representing a total of 0.06% of all employees, according to the institutions themselves. That is, in the state of the NB less than 1% of the total number of positions in formal jobs are occupied by deaf people, this fact occurs as seen from the reading and interpretation of legal instruments by the fact that the research subjects, sometimes are located in a discourse in the clinical field,

sometimes as subjects of a culture, which strongly marks them by the use of their own language. Only through the recognition of language and deaf culture is it possible for the subject and society to build relations of equality, realized in opportunities and access to social rights.

International labour incentive policies

Although the French Revolution made it possible to materialize the concept of citizenship, it is observed that the formal declaration of freedoms in documents and legislation was not sufficient, because in view of the inflexible economic exclusion of the majority of the population, these rights were poor. According to the Ministry of Labor and Employment (Brazil, 2007, p.10) only in the 19th century was there a search for social rights against the state in an attempt to compensate for inequalities, this action provided the marginal rights collectively constructed for health, education, housing, work, leisure and culture for all. The obligation, however, is not primarily that of the State. Society is co-responsible for the effective applicability of public policies. Institutions must strive for the applicability of constitutional principles, making full citizenship and the dignity of the worker implemented.

In this sense, all members of society share responsibility for social problems. According to Chaves (2011, p.37) "each citizen reflects in himself the historical marks of the exclusionary process and can also reflect a new look, producing new conscious and critical relationships of inequalities". In other words, everyone seeks to materialize equality between people.

The government shares with business institutions the responsibility of combating the imbroglio of the inequality of access of people with disabilities in productive activities. The imbroglio reflects in several aspects, such as "low schooling, difficulties in architectural and communicational physical access, lack of family ties or representation of these". Chaves (2011, p.37). With the Convention of the International Labour Organization (ILO) in Geneva, this ideal begins to materialize.

This document, Recommendation 168 of the ILO, which was ratified by the National Congress in Legislative Decree 51/1989, modified the way people with disabilities were seen in the world. However, the UN Flagshio Report on Disability and Development 2018, published by the United Nations (UN) notes that:⁵

"The report shows that despite the progress made in recent years, people with disabilities continue to face numerous barriers to their full inclusion and participation in the life of their communities. It sheds light on their disproportionate levels of poverty, their lack of access to education, health services, employment, their under-representation in decision-making and political participation. This is particularly the case for women and girls with disabilities. Main barriers to inclusion entail discrimination and stigma on the ground of disability, lack of accessibility to physical and virtual environments, lack of access to assistive technology, essential services, rehabilitation and support for independent living that are critical for the full and equal participation of persons with disabilities agents of change and benefit of development. Data and statistics compiled and analysed in the present report indicate that persons with disabilities are not yet sufficiently included in the implementation, monitoring and evaluation of the SDGs" (UN, 2018, p.24).

The report published by the UN, 12 years after the Convention on the Rights of Persons with Disabilities, clearly demonstrates how slow conjuncture changes are, as in 1983 the Geneva Convention puts the spotlight on people with disabilities, after 35 years the UN shows that discrimination on the basis of disabilities has severe effects on access to public transport, to cultural life, places and public services and work, as we see in the quote above. In Rio Grande do Norte, these challenges often go unnoticed as a result of an underestimation of the number of people living with disabilities and affected by prejudice. Although the UN (2018, p.25) points to the commitments made by the signatories, such as:

"Rio+20 Conference - "The future we want" - underscored the importance of accessibility and disability-inclusion in supporting strategies for sustainable development. The Sendai Framework for Disaster Risk Reduction, adopted in March 2015, included persons with disabilities as agents of change. The Addis Ababa Action Agenda, adopted in July 2015, addressed the needs of persons with disabilities in social protection, employment, education, infrastructure, financial inclusion, technology and data. The World Humanitarian Summit, held in May 2016, launched the first-ever Charter on Inclusion of Persons with Disabilities in Humanitarian Action. Habitat III in October 2016 adopted a disability-inclusive New Urban Agenda, guiding urban development with the principles of universal design and accessibility for all".

Although joint mutations are slow, several measures have been taken in this decade to make people with disabilities really included in social life, we highlight habitat III here, *for its "guiding urban development with the principles of universal design and accessibility for all"*, this agenda is ambitious and aims to pave the way for cities to become more inclusive, making sure that everyone can benefit from urbanization, paying special attention to those in vulnerable situations.

Striving to achieve the inclusive development of deaf subjects is not only the right thing to do from a legal point of view, but is the right action from a social point of view, because sustainable development for all can only be achieved if people with disabilities are equally included as agents and beneficiaries as countries strive for a sustainable future. The success of the 2030 Agenda requires a participatory and inclusive approach in which all stakeholders, including people with disabilities, are involved. The 2030 Agenda therefore presents an important opportunity to advance the United Nations goal: To promote economic and social progress and human rights to a peaceful and prosperous world for all (UN, 2018).

4 ACCESS TO WORK IN PUBLIC INSTITUTIONS: THE DEAF BETWEEN THE PUBLIC AND THE PRIVATE

In the constitutional context, whose principles of equality and non-discrimination are consolidated on a daily basis, the Federal Constitution establishes general principles that ensure the full exercise of individual and social rights, as well as their effective social integration. In this context, the National Policy for the Integration of Persons with Disabilities (PNEEPEI) appears in 1989 with the objective of ensuring access to formal work.

For many years, all actions focused on professional and labor market issues aimed at the deaf subject adopted the concept described in Decree No. 3,298 of 1999, which described the concept of disability as "any loss or abnormality of a psychological, physiological or anatomical structure or function that generates incapacity for the performance of activity, within the standard considered normal for the human being." With the conjuncture change experienced in the new millennium, this concept of disability is no longer used, but that presented by law no. 13,146 of 2015, known as the Brazilian Inclusion Law (LBI), which has a person with disabilities who has "long-term impediment of a physical, mental, intellectual or sensory nature, which, in interaction with one or more barriers, may obstruct its full and effective participation in society on equal terms with other people" (Brasil, 2015). We emphasize that when it is necessary the evaluation of the deaf should be biopsychosocial, and carried out by a multidisciplinary and interdisciplinary team.

Chapter VI of the LBI provides for the right to work, in article 34, it tells us that people with disabilities have "the right to work of their free choice and acceptance, in an accessible and inclusive environment, in equal opportunities with other people" and that it is the responsibility of "legal entities of public law, private or any kind" ensure accessible and inclusive working environments. Remembering that an accessible environment is one that enables the possibility and condition of scope for safe use and autonomy, of spaces, furniture, equipment, information and communication, and facilities open to the public, for public or private use of collective use. And an inclusive environment is one that provides competitive placement, on equal opportunities with other people, in accordance with labor and social security legislation, in which accessibility rules, the provision of *assistive technology resources and reasonable* adaptation in the work environment must be met (Brasil, 2015).

The Federal Constitution in article 37, chapter VII, which deals with issues pertaining to public administration, establishes criteria that need to be observed at the time of contracting. Paragraph VIII of the article cited tells us the following: "The law will reserve a percentage of public positions and jobs for persons with disabilities and will define the criteria for their admission" (Brazil, 1988), the legislation guarantees the subject the right to register in a public tender. Decree No. 9,508 published in 2018, ensures that the person with disabilities, can compete on equal occasion with the other candidates, Article 2 states that the equalities of conditions are: "I - to the content of the tests; II - evaluation and approval criteria; III - the time and place of application of the tests; and IV - the minimum score required for the other candidates" (Brasil, 2018). Article 3 lists information that cannot be overlooked in the public procurement notices and which should be indicated visibly:

"The total number of vacancies planned and the number of corresponding vacancies; the main tasks of the positions; the provision for adaptation of written and practical evidence; the requirement to prove the condition of disability; the system of convening classified candidates, and the prediction of the possibility of using assistive technologies in physical tests" (Brasil, 2018).

This decree strengthens the process of inclusion of deaf subjects in the public sector, because from the moment it is allowed the use of assistive technologies and or support techniques and the adaptation of written tests, the presence of translators interpreters of Libras and tests performed in the mother tongue of the deaf become the main barrier to the effectiveness of the inclusion of these subjects, which is the communication barrier. The deaf subject who pleads for a vacancy in the public tender and requires adaptations and special resources, must request them as annexed to decree no. 9.508, and may also be required if there is a need for additional time to perform the test, an extra hour, to request it, thus ensuring its equality of condition before the competition.

Once the principle of equality is preserved and the special conditions mentioned above are protected, deaf subjects participate on an equal basis with the other candidates, with regard to the content of the tests, time of application, place of performance of the event and the minimum score required for the other candidates. In this way a deaf person may require that his proof in federal competitions be held through videos questions in Libras, instead of the traditional proof written in Portuguese. However, the questions and methods of application, correction and approval will be the same for all candidates.

Araújo (2008, p.206) notes that: "Equality must be present, both in the elaboration of clear rules, or in the setting of peculiar norms that allow people with disabilities to overcome any difficulties". He adds that this "does not mean breaking equality, but establishing it, implementing it, taking care of its real application." As for the issue of equality Lima (2006, p.60) notes that:

"The reservation of vacancies is inapplicable in the event of a position of free appointment and dismissal. Of the same model, the rule is inapplicable when it comes to a position or public employment of a career that requires the aptitude of the applicant. We can cite cases of military and police chief. There is no need to extract any negative discrimination from it."

In line with Lima's thinking (Op. cit), we have the National Affirmative Action Program. This program began with Decree No. 4,228 in 2002, and its main focus is to combat discrimination and promote equality. This decree also determines administrative and strategic management measures that ensure "compliance, in the bidding promoted by organs of the Federal Public Administration, of additional scoring criteria, to be used to benefit suppliers who prove the adoption of policies compatible with the objectives of the Program" (Brasil, 2002). That is, suppliers who prove the adoption of policies aimed at inclusion, have benefited from an extra score.

Another important issue brought by the decree is the "observance, a requirement that guarantees the achievement of percentage goals for the participation of people with disabilities in filling positions in committee (Brasil, 2002). This action shows the tendency that deaf subjects, who are qualified may assume positions that are of free appointment and exoneration, as seen in the Official Gazette on January 25, 2019 dr. Karin Strobel was appointed by the then President of the Republic Jair Bolsonaro to hold the position of Director of Bilingual Education Policies of the Deaf of the Secretariat of Specialized Modalities of Education. Finally, the legislator determines the "inclusion, in the hiring of companies providing services,

as well as technicians and consultants in the scope of projects developed in partnership with international organizations, of a device establishing percentage goals of participation" (Brasil, 2002).

In these contracts of service providers, as well as technicians, there is a need for a social inclusion policy. Institutions that refuse, without just plausible cause, to employ a disabled person, their employee will commit criminal conduct, as we can see in Article 8 of Law No. 13,146 of 2015.⁷

"Art. 8 is a crime punishable by imprisonment from 2 (two) to 5 (five) years and fine:

I - refuse, charge additional amounts, suspend, procrastinate, cancel or terminate student enrollment in any course or degree, public or private, due to their disability;

II - to prevent registration in a public tender or access of someone to any position or public employment, due to their disability;

III - deny or prevent employment, work or promotion to the person due to his or her disability;

IV - to refuse, delay or hinder hospitalization or to stop providing medical-hospital and outpatient care to people with disabilities;

V - fail to comply, delay or frustrate enforcement of a court order issued in the civil action to which this Law alludes;

VI - to refuse, delay or omit technical data indispensable to the purpose of the public civil action

subject to this Law, when requested. § 1 - If the crime is committed against a disabled person under

the age of 18 (eighteen), the penalty is aggravated by 1/3 (one third). § 2 - The penalty for the

deliberate adoption of subjective criteria for refusal of registration, approval and compliance with

probation in public tenders does not exclude the personal patrimonial liability of the public

administrator for the damages caused. § 3 - Incurs in the same penalties who prevents or hinders the

entry of people with disabilities in private health care plans, including the collection of differentiated

values. § 4 - If the crime is committed in urgent and emergency care, the penalty is aggravated by

1/3 (one third)" (Brazil, 2015).

Gurgel (2007, p.237) commenting on the punishability of the above question, tells us: "The agent may commit the crime not only at the time of admission of the worker with disabilities, but also in the course of the employment contract, for example, deny him a promotion or terminate the contract due to disability". Institutions must comply with current legislation, including the promotion of vocational training programs. Finally, institutions need to transpose the discourse of the 1970s, claiming that deaf people do not have professional qualifications, because as the deaf have sought their professional training, institutions need as Nascimento (2012) tells us, to learn how to include these workers in their staff. As Cesar & Cristina (2015, p.32) tells us, companies need to learn "the recruitment, selection and training" gear needed to make hiring feasible.

5 DEAF SUBJECTS IN THE LABOR MARKET: CHALLENGES IN THE INCLUSION PROCESS

Deaf people face many obstacles as to their acceptance/inclusion in the labour market. According to Oliveira (2017) one of the biggest obstacles is the accessibility (or lack of) organizations to receive these subjects. The goal of accessibility is to allow a gain of autonomy and mobility to a greater number of people, according to Maciel (2000), even people with "difficulties to communicate", need to enjoy the spaces with more security, confidence and convenience. According to Article 3 of Paragraph 1 of Law No. 13.146/2015 accessibility is the "possibility and condition of scope for the safe and autonomy use of spaces,

⁷ The reason for the just cause that does not constitute as a crime, should be the same reasons that would justify the impossibility of access to any other person, that is, they should be applicable to all other candidates for the job vacancy.

furniture, equipment, information and communication, including their systems and technologies". It is not just about integrating these people into society, society is required to adapt to include minorities, including deaf people (Sasaki, 2010).

According to Batista (2002) one of the greatest difficulties for the social inclusion of deaf people mainly in relation to the labor market is that some companies make vacancies available to comply with the Law, we know that non-compliance can generate a fine, which leads some companies to hire people with disabilities in an ineffective way, that is, people are hired and do not perform any function in the company, there are cases where the disabled person does not even go to the company. Still on this issue, Marques (2014) points out that some organizations end up choosing the employee by the type of disability he presents, so they try to adapt the law in the most comfortable way to the situation of the company, this type of attitude is intolerant, inclusion must happen from the qualifications necessary for the occupation of the available vacancy, companies need to be made aware that they will have greater opportunities from the moment the selection is based on the candidate's potential.

Another great difficulty is that some of these people due to lack of information believe that working, or engaging in some kind of paid activity can lead to losing their continued benefit, BPC. What actually occurs is the suspension of the benefit in the case of the effectiveness of the disabled person as a collaborator of an organization. According to Marques (2014) the greatest difficulty of inclusion is not the structure, of course, that there is also some difficulty in this aspect, because receiving a person with disabilities requires changes in the environment. But the great difficulty for inclusion to happen is related to attitudinal barriers, this difficulty that society presents in relating to people seen as different.

According to Amaral (1998) the attitudinal barriers "are bulkhead in the relationships between two people, where one has an unfavorable predisposition towards the other, because this is significantly different, especially regarding the conditions recommended as ideals" (p.17). In other words, they are based on prejudices, stereotypes that produce discrimination, becoming by so much the root of all other barriers, communicational, informational, educational and architectural.

This lack of communication related to prejudice causes the removal of these people from the social sphere, depriving them of basic rights such as culture, leisure and work. According to the Brazilian Institute of Geography and Statistics (IBGE) in Brazil there are about 9.7 million people with hearing impairment, of these, 2,147,366 million have severe hearing loss, a situation in which there is a loss between 70 and 90 decibels (dB). In the State of Rio Grande do Norte there are about 192,000 people with hearing impairment, thus representing 0.0056% of the Population of North-Rio-Grandense. Of this total about 5,179 thousand have severe deafness, 36,856 thousand have great difficulty hearing and 4,079 thousand are completely deaf, and 143,814 thousand have some hearing difficulty.

There are viable alternatives for opening the doors of hiring professionals who have some disability. According to Stoicov et al. (2009), one of the alternatives to end the barriers of prejudice is to prepare the various sectors of the company to receive this professional, especially the people management (HR) sector.

According to Coutinho (2006), companies that are not prepared to provide the necessary adjustments to deaf employees should hire an advisory service, because accessibility is one of the relevant factors to be considered by companies.

6 MAIN DIFFICULTIES ENCOUNTERED BY DEAF PEOPLE FOR THEIR INCLUSION IN THE POTIGUAR LABOR MARKET

The main guarantee of people with disabilities, including the deaf, of access to the labor market is in the Federal Constitution of 1988. According to Almeida e Costa (2013, p.105), although the right to work of people with disabilities "is largely underwritten by infraconstitutional legislation, it is also and especially in the Constitution, considered one of the most advanced in the world in guaranteeing the rights of people with disabilities". Other laws have emerged to regulate and address issues not yet foreseen in the CF. Law No. 7,853 of 1989, which guarantees individual and social rights for persons who have any types of disabilities. Among the rights expressed in the law are: Education, health, work, leisure, social security, support for childhood and motherhood and other rights present in the Constitution and other laws.

With regard to work, the law establishes government support for the professional training of people with disabilities; the commitment to secure jobs for this part of the population; the definition of actions promoting the integration of people with disabilities into the labour market, both public and private, and the guarantee of the adoption of legislation ensuring the reserve in the labour market for persons with disabilities. Almeida and Costa (2013, p.104), explain that institutions often do not hire deaf people due to difficulties, and the "main difficulties alleged for their non-compliance are: prejudice, professional disqualification, and benefits granted by the government". Faced with these difficulties, often the law of quotas is not fulfilled by prejudice and ignorance, the prejudice is clear, because if it did not exist it would also not be necessary the existence of the Law.

Almeida and Costa (2013) also claim that the lack of knowledge of the legal framework and the lack of information on the part of both institutions and deaf people is another difficulty that prevents the deaf from being inserted in the labor market. The authors also add that the lack of supervision makes it difficult to comply with the quota law. Finally, the professional disqualification of the deaf subject is the difficulty most pointed out by employers, Sasaki (2010, p.178) corroborates this idea when he states that "there are very few candidates with disabilities qualified for the many vacancies offered". Thus, the vacancies offered often do not awaken in deaf subjects professional, personal and/or social achievement.

Aspects of the group pointing out the difficulties encountered by deaf people for their inclusion in the potiguar labor market

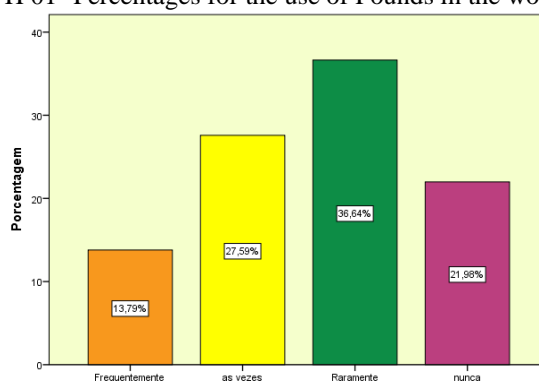
According to the data collected in the research, of the 232 subjects belonging to research group 1 and 2 (G1 and G2 - Deaf population who are employed either in public or private offices) 62.9% have profound deafness and 37.1% have severe deafness, 53% male and 44% female. 87.5% were between 30

and 49 years old, the mean age of 35.6 years. According to the level of education, 1.2% completed only Elementary School I, 5.1% completed Elementary School II, 20.2% completed high school, 34.4% completed higher education, 28% have post-graduation at specialization level, 4.3% have graduate degrees at master's level and 5.6% have some technical course. It is important to highlight that 0.8% of the subjects in G1 and G2 have post-graduation at doctoral level.

What the participants G1 and G2 say about the main difficulties encountered by deaf people for their inclusion in the potiguar labor market

When questioning the 232 subjects of G1 & G2 whether the institutions where their colleagues work make use of Libras to communicate with them, 13.7% reported that often their colleagues use Libras in communication, 23.5% reported that only sometimes colleagues make use of Libras, 36.6% of subjects answered that rarely and 21.9% of subjects answered that their colleagues never use Libras, in this communication process, as shown in graph 02.

GRAPH 01- Percentages for the use of Pounds in the workplace



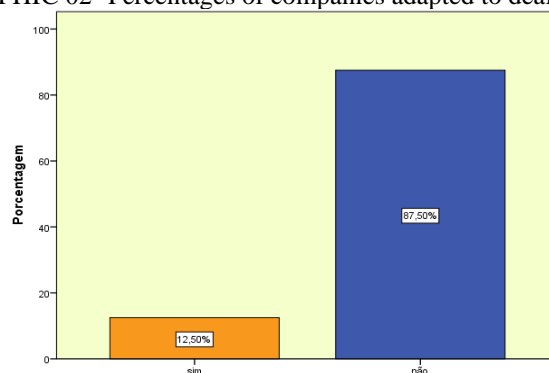
When we asked about the level of communication interaction, 22.4% of the subjects answered that their colleagues are fluent in the use of Libras, so that they were successful in interacting with their colleagues, 77.6% of the subjects answered that there is a lot of communication noise, thus making it difficult to understand several questions. The question of communication problems becomes more evident, when we analyzed the answers to the question if they (the deaf) would have any communication problems with their fellow listeners, 60.3% answered that they often have problems communicating, 34.1% answered that only sometimes finds some difficulty to be able to communicate, and 5.6% of the subjects answered that they never encountered problems to communicate with their colleagues. When asked about the priority form that the information was passed on by their boss, 4.3% subjects reported that their bosses pass the information through TILSP professionals, 36.6% subjects receive the information via officio/ e-mails, 43.1% subjects receive the information orally by their bosses, and 15.9% subjects reported that their bosses transmit the information through Libras.

When answering the question of how was their communication with the human resources sector of the company during the selection process for their work, 40.1% of the subjects answered that they had the help of family and/or friends to talk to HR, 30.2% subjects could not communicate in Portuguese with HR, they wrote on paper or oralized, 12.9% reported that they were able to communicate, because hr staff knew Libras and 16.8% reported that there was an interpreter hired by HR to mediate communication.

When asked if there was discrimination due to their deaf condition in their work environment, 12.5% of the subjects answered that they are often discriminated, 44.4% sometimes, 6.9% reported that they rarely, and 36.2% reported that they never suffered discrimination due to their disability.

Regarding the adaptation of the work environment for the work development of the deaf, 12.5% of the subjects answered yes and 87.5% answered no, as detailed in graph 02.

GRAPHIC 02- Percentages of companies adapted to deaf people



When asked about which adaptations exist in their work environment, 87.5% reported no adaptations, 4.3% reported that adaptation is to have the tilsp professional in the institution, 2.6% of the subjects answered that at meetings they had the presence of the professional TILSP, 3.4% of the subjects answered that the institutions have bright signs and 2.2% were subjects who answered that the institutions offer a Libras course.

The reality of the deaf in the potiguar labour market

When analyzing the information about the use of Libras by co-workers, we noticed that 82% of the subjects do not frequently use Libras when communicating with the deaf, thus contradicting the Brazilian legal framework and what Lacerda and Mantelatto (2018, p.21) say when considering Libras as the natural language of the Brazilian deaf subject. These data reaffirm Franco's point of view (2009), because the author states that in the vast majority of times listeners tend to develop oral communication among the deaf rather than learning Libras, consolidating the ouvintista pattern of society.

By bringing up issues such as interaction and communication problems faced by deaf subjects, we noticed that most subjects (77.6%) complain about communication noises, Aroucha (2011) reminds us that these noises associated with precarious schooling of the deaf become a great barrier in the subject's training.

The issue of communication problems is even more worrisome, our data collection shows that most subjects (94.4%) have difficulty at some point communicating. Grosjean (1999) states that language, in the case of deaf Brazilians to Libras, is not only an instrument of communication, because it carries the identity and culture of a people. We need to keep in mind that knowing how to communicate in Libras is promoting accessibility, issues such as interaction and the communication problem happen by the failure of communication accessibility.

When we analyze the priority item that the information was passed on by the head, we see that the majority of the subjects (79.7%) receive the information through the Portuguese language, either in the written or spoken modality, while the minority of the subjects (20.3%) receive the information in their mother tongue. This fact evidences what Perlin (2013) calls an eutist culture, because in a universe that 86.1% of the subjects declare to prefer the use of Libras, only 20.3% have their right respected, thus making it more difficult to include the deaf in the labor market. The culture of the community begins to impose itself in the personal sector (HR), as we saw in the data exposed 70.3% of the subjects could not communicate with HR, requiring subterfuge as family, friends or writing in pieces of papers, that is, since entering the institutions deaf subjects find strong communication barriers, barriers that are understood **by decree no. 5,296/2004 as being** "any obstacle or obstacle that hinders or makes it impossible to express or receive messages through means or communication systems, whether or not mass" (Brasil, 2000). And by Article 3 of the Brazilian Law of Inclusion as being "any obstacle, obstacle, attitude or behavior that hinders or makes it impossible to express or receive messages and information through communication systems and information technology" (Brasil, 2015). That is, most deaf subjects have their right denied by institutions.

When we analyzed the issue of adaptation in the work environment, we noticed that most institutions (87.5%) did not adapt their work environments for the deaf subject, a fact that contradicts Article 37 of the ILB, which says "It is a way of including people with disabilities at work, competitive placement, in equal opportunities with other people, in accordance with labor and social security legislation, in which accessibility rules, the provision of assistive technology resources and reasonable adaptation in the work environment must be met" (Brasil, 2015). Soon institutions that have not adapted their work environments do not provide conditions for the deaf to become the protagonist of their history. And those who adapted, the adaptation provided in the view of deaf subjects was to hire a professional TILSP (6.9%), Lacerda (2002) considers that only the presence of the interpreter translator of Libras does not guarantee an effective inclusion, because this professional had acted as a "cane" for the subject, and in the absence of TILSP, the deaf would not be able to communicate with other colleagues. We need to keep in mind that without Libras it is not possible to communicate fully with deaf people in social spaces, especially in the workplace, we see this idea present in 2.2% of the subjects' responses when reporting that institutions offer libras course. 3.4% subjects answered that institutions have luminous signals, this type of signaling was proposed by

Erlandson (2008) as multisensory signals, which according to the author facilitates communication and perception by deaf subjects.

It is worth mentioning that the deaf subject's access to the labor market is widely understood, corresponding to access to an employment institution, but the permanence of this subject in the institution. Thus, access implies a process of change, and is related to creating legal conditions and equal rights (Manzini, 2018).

7 MAIN COMMUNICATION DIFFICULTIES IN THE PROFESSIONAL TRAINING PROCESS OF DEAF PEOPLE

The recognition by companies and public administration of Libras as a language, according to Oliveira (2017) is one of the main barriers faced by the deaf community in the struggle for effective inclusion in the labor market. The inclusion of deaf subjects is a recurring theme in discussions, especially regarding the communication barriers present in society. This difficulty stems from the lack of knowledge of listeners in relation to the deaf as a linguistic minority. Research conducted by Goldfeld, 2002; Strobel, 2008 and Gesser, 2009 note the existence of a difficulty on the part of the deaf in connecting with the majority oral language and the listening society.

Language is a connection between people, Fernaandes,(2015, p.26) consider language as a concrete manifestation of the human faculty of language, that is, the human faculty of symbolizing. For the authors only "by the exercise of language, by the use of language, that man builds his relationship with nature and with other men. Without language, man does not build relationships with other men." When we consider language as a strong factor of connection between subjects, Gesser (2009, p.25) points out that "deaf people have been deprived of communicating in their natural language for centuries. Several studies have pointed out the difficult relationship of deaf people with the majority oral language and with the hearing society." The lack of the use of language according to the author does not build relationships between people.

According to Garcia et. al (2013, p.9) "interpersonal relationships, however, are present in all social segments. Every meeting between two people represents an interaction or even a relationship", in the work environment interpersonal relationships is a sine qua non condition, because interactions occur in the various environments of institutions. Institutions need to understand that not adapting the work environment constitutes a strong factor of social exclusion. To Paiva et. al (2013), an institution that maintains in its staff professionals with knowledge of Libras, becomes a welcoming institution that values interpersonal relationships, because it reduces the communication difficulties faced by the deaf. When an institution does not recognize the deaf as a linguistic minority, the problems generated by the lack of quality education and the lack of inclusion of deaf subjects in the labor market are confirmed, in addition to great communication barriers resulting from the lack of communication between deaf and hearing students, and deaf subjects are more harmed than listeners, because in addition to not having their rights fulfilled they are removed from society.

8 CONCLUSION

The intention of this investigation is to show how the process of inclusion of the deaf in the formal labor market in Rio Grande do Norte and the relationship of Libras in this process is presented, consequently the realities encountered by the deaf in the institutions, as well as the challenges in the communication process faced by these subjects. An evaluation of the practice is made by analyzing the light of the legal framework and the theorists, the posture of the subjects surveyed in the face of communication and labor interaction with the deaf subject. Fernandes (2015, p.49), places the communicational question as being "the axis of the individual's life, in all its manifestations as a social being".

This research aimed to identify the main difficulties encountered by deaf people for their inclusion in the potiguar labor market. Through the collection instruments, we were able to conclude that the main difficulty is communication. This is reflected, for example, in the high rate of complaint of communication noises and in the low use of the Brazilian sign language.

When investigating about the culture of the culture of the wine-making and the deaf identity in the workplace. There are few records of stimulating the learning of Libras and the valorization of the deaf as a subject within the institutions that work. It can be concluded that the lack of linguistic respect within the institutions that have deaf people inserted is another of the difficulties for the inclusion of the deaf in the labor market. The absence of inclusive practices, pointed out by the researched subjects, has an important meaning, because they translate the reality experienced by deaf subjects in daily work, which reveals a distance between the reality experienced and the theory idealized by the deaf communities of potiguares. Advertising information about the use of Libras in various spaces is of fundamental relevance to support future communication interactions. Schools and universities as preparatory bodies for the insertion of subjects in the labor market, should stimulate the use of the Brazilian sign language in all environments, including suggesting that deaf learners seek other channels that guide as to practices that disrespect culture and deaf identity.

It is concluded that it is essential for deaf subjects, that the actors involved in the process of work inclusion know Libras. Language barriers are often used as "smoke curtains" to hide the real obstacle in the process of inclusion of the deaf, which is prejudice, Costa (2008), reminds us that while language barriers exist deaf people continued to be invisible social.

The theme is current, given that the relationship with work is at the center of the problem of exclusion, and that according to government data, there are a significant number of deaf people excluded from the potiguar labor market, making the formation of the subject deficient. The reserve of vacancies in the labor market for people with disabilities is law and represents a victory in the conquest of rights. However, the process of hiring people with disabilities, especially deaf people, is often mere integration, which does not guarantee their development as a citizen.

The institutions source of the investigation are pointed out as the pioneers in the NB regarding the hiring of deaf subjects to work together with the hearing employees, which in itself constitutes a great

contribution. In addition to this, the work developed is perceived by the deaf employee as a way to stimulate autonomy, the relationship with money and the labor market, also strengthens the bias of society's contributions in order to prepare these subjects for the world outside the walls of school and universities.

In a competitive society of fierce competition, with several qualified professionals, with a vastness of products and services of different natures, requires the deaf subjects, preparation and specific skills, which are not offered in the school curriculum of the public school system. Soon the search for a professional qualification becomes essential for the allocation of the deaf in this competitive market.

It is concluded that the potiguar labor market is not prepared to effect the inclusion of deaf subjects. Numerous barriers were detected throughout this study, but it jumps into the eyes of the researcher linguistic barriers faced by the deaf community, which has the domain of Libras in an environment that most do not have the domain of the Portuguese language where most possess, becoming a foreigner in their own city. The school needs to implement the purpose of education provided for in Article 2 of the Law of Guidelines and Education Base that tells us what purpose is the "full development of the student, his preparation for the exercise of citizenship and **his qualification for work**" (Brasil, 1996) (our griffin).

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