


## THE EMPLOYABILITY SCENARIO AND JOB TRAINING IN THE PERCEPTION OF DEAF YOUNG PEOPLE

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### ABSTRACT

The present work entitled "the scenario of employability and labor training in the perception of deaf young people" investigates the perception of deaf young people about the scenario of labor training and their employability conditions, with the following specific objectives: to map the labor training profile of deaf subjects and their labor market; and, describe the employability scenario for deaf people in Belém/PA. A qualitative approach was adopted based on bibliographic research and collective interviews with deaf professionals over 18 years of age, with or without experience, who live in the municipality of Belém in the State of Pará. From the study, the following results were reached: (a) about 90% of the companies that hired deaf employees are committed to ensuring the quota system for people with disabilities; (b) in the perception of young deaf people about employment in Belém, 100% of the respondents agree on the lack of specialized jobs and emphasize the low capacity for work qualification for deaf people. Ultimately, the work presents the challenges encountered in the daily lives of deaf professionals, even after their insertion in the company.

**Keywords:** Employability. Deaf. Work.

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## PRESENTATION – ME AND THE DEAF WORLD

Since I was a child, I had contact with the Brazilian Sign Language (LIBRAS) at the basic level because my sister was a bilateral deaf person and communication was superficial and she understood almost nothing as she did not know Libras, so I had the initiative at the age of 15 to look for the Training Center for Education Professionals and Assistance to Deaf People (CAS-PARÁ) linked to the State Department of Education.

In addition, I did several training courses in Libras at CAS and began to seek fluency in Sign Language to be able to understand communication with my sister, then I tried to relate to the deaf community in the City of Belém in the State of Pará, and a large part of the deaf population was invisible to the eyes of the hearing population of not knowing how to communicate, understand and understand what the deaf subject wanted to say/say and also to this day the deaf population has been struggling with challenges, prejudices and discrimination in society.

Also according to my mother's report, she fought against attitudinal barriers, that is, offensive words, for example: "look at the seedling", "deaf-mute", "crazy" and among other words. This shows the lack of empathy and respect from the deaf subject's family. According to Montesquieu (apud Maupassant, 1997, p. 56-57), one more or less organ in our machine would have made us another intelligence. Maupassant, in his short story Letter from a Madman, argues that:

All ideas of proportion are false, since there is no possible limit to either greatness or smallness. (Maupassant, 1997, p. 56-57)

If there is no limit between greatness and smallness, and no human being is exactly the same as another, we can conclude that being deaf is neither better nor worse than being a listener, we must know how to deal with differences and include everyone without distinction. Deaf people without the feeling of hearing loss are led to discover deafness. Breaking the paradigm of disability is to see the restrictions of both: deaf and hearing.

## INTRODUCTION

This research will address the scenario of employability and job training from the perspective of young deaf people. Over time, deaf people have struggled to conquer a space in capitalist society, with a focus on strengthening the deaf community and promoting inclusion in the labor market. In this way, showing the challenges and difficulties the young deaf face to be part of the productive society and the labor market. These challenges are experienced not only by the deaf, but also by the family that follows their steps and can play a decisive role in the paths taken.

According to the Brazilian Institute of Geography and Statistics (IBGE, 2023), in Brazil about 5% of the population is deaf and part of them use Libras as a communication aid. According to IBGE data, this number represents 10 million people, of which 2.7 million do not hear anything.

The relevance of the Brazilian Sign Language (LIBRAS) in the deaf community is significant for the communication between deaf and deaf listeners, allowing both to relate, socialize and understand in the social environment, whether in public places such as squares, museums, shopping malls or other public places.

In this scenario of language comprehension, it can be inferred that the world of work becomes a challenge due to access to recruitment and selection, work environment, and interpersonal relationships. In order for us to have a broader view of the workability of the deaf person, supported by the contributions of bibliographic studies, we can grant and contribute to the context of private and public companies, so that they can include everyone without distinction and with respect for the deaf community.

According to Law No. 10,436/02, which, in its article 02, describes:

Institutionalized ways of supporting the use and dissemination of the Brazilian Sign Language - Libras as a means of objective communication and current use of deaf communities in Brazil must be guaranteed by the public authorities in general and public service concessionaires. The referred legislation through communication between people (hearing) and deaf people is Libras, which for the deaf is the first language and the second language is the official Portuguese language of Brazil, and private companies in the supermarket sector have not adapted to this reality and with it the difficulties of hiring and training programs.

The social and historical context of people with disabilities over the years has gone through numerous structural struggles and adaptations according to the regulations they establish, for this, we need to understand what were the mishaps that people with some type of disability have faced over the years until reaching what we know as the Convention for Persons with Disabilities. (CARVALHO, 2007). It is based on respect for the principle of equal rights among nations, also promoting peace and fraternity, with this rights are guaranteed to human beings be they color, race, ethnicity, sex, gender and any type of disability.

In addition, People with Disabilities (PCD), especially deaf people, are seen in civil society: poor, useless, incapable and invalid with the passage of time and the struggles for rights, but also the guarantee of accessibility according to the type of disability. (HONORA, FRIZANCO, 2009).

The document of the Charter of the United Nations mainly addresses peace and this word refers to the sense of sensitivity and respect between people without discrimination,

prejudice and exclusion. In addition, the document highlights respect for the cultures of interested peoples and their economic, social and educational progress, which are rights guaranteed to any person and when rights are violated, failures occur in the State system, as cited in the United Nations (UN).

These flaws in the economic system lead us to the context of the Human Capital Theory, which is linked to the emergence of the discipline of economics of education in the United States of America (USA), in the mid-1960s, by Professor Theodore W. Schultz (SCHULTZ, 1973). Being the main formulator of this discipline and of the idea of human capital, with the concern to explain the productivity gains generated by the "human factor" in production.

And, assuming that the component of production that arises from education is an investment in skills and knowledge that increases future incomes similar to any other investment in production goods, Schultz defines 'human capital' as the amount of investment that a nation or individuals make in the expectation of the inclusion of accessibility in the labor market and other spaces for the guarantee of citizenship and respect.

In the historical moment in which society lived in a pandemic period, with the New Coronavirus (COVID-19), schools had to close their doors and adapt to the new reality, with remote teaching and online classes. This situation had alarming consequences in the world of work, as well as the high unemployment rate and companies that had to reduce their staff, had to commit to the health and well-being of workers, especially people with disabilities in the treatment of their work routines, the pandemic profoundly changed daily life and affected the mode of production (ANTUNES, 2022). As well as, the theory of human capital says that education increases the strength of labor productivity (SCHULTZ, 1973), in this way hearing people face difficulties in communicating in Libras with deaf colleagues in the work environment and training and qualification in these workspaces.

According to Carvalho (2007), companies that invest in their employees in productivity start to have better results, however, when it comes to deaf people, the opportunities and chances of a professional career decrease due, especially, to hearing difficulty and oral comprehension, since people usually do not communicate in Libras. (CARVALHO, 2007).

There are studies that highlight the resistance of employers to hire deaf people. They suffer prejudice and are often denied opportunities to show their skills and talents. Another problem presented is that when they get a job, they find it difficult to build interpersonal

relationships and understand the dynamics of the work space (MARIN; GOÉS, 2006, p.236).

The inclusion of deaf professionals in the labor market based on the working conditions of the deaf subject, that companies leave this obligation to fill 2% to 5% of positions with people with disabilities according to Law 8.213/91, and according to the aforementioned law in its article 93 where companies must obey the following proportion in hiring: up to 200 employees must hire 2%; from 201 to 500, 3%; from 501 to 1,000, 4%; above 1,001, 5%. Non-compliance is subject to a fine ranging from R\$ 2,656.61 to R\$ 265,659.51, leading to the seriousness of the infraction.

On the other hand, deaf people who make them members of an increasingly participatory society, providing a more egalitarian life, providing adequate conditions for work and, even failing to take advantage of their potential, promote the appreciation of human diversity.

The more present the Deaf are in our midst, the more the old conceptions of the hearing impaired, and as someone aggressive, incapable and needy, will be deconstructed, replacing this image with that of a subject with various potentialities, just like the others, and who has his uniqueness and identity. The Organizational Psychologist can act, in this context, as a facilitator of the relationship between employee and employer, seeking to establish a relationship with benefits for both parties (SILVA; MARANHÃO; NUNES, 2020), and also for co-workers. In this context, the research question is: what is the perception of young deaf people about the scenario of labor training and their employability conditions?

The general objective is to analyze the perception of young deaf people about the conditions of training and work, in order to analyze the employability scenario in the city of Belém-PA. With two Specific Objectives: (a) To map the profile of labor training of deaf individuals and their labor market; and, (b) Describe the employability scenario for deaf people in Belém/PA.

It was observed that social inclusion in Brazil is a process that has been gaining, in small steps, a space within the active society. Both young deaf people and people with disabilities are in a constant struggle to conquer their space within the labor market.

## LITERATURE REVIEW

This literature review aims to show the theoretical foundations that involve the deaf community in this research, the topics addressed in this research are: history of the world of work; world of work for deaf people: meaning of learning for work in special schools; legal frameworks on the protection and guarantee of the deaf person. This section is organized

according to the history of the world of work and of deaf people who have a language, an identity and a culture. Over time with this work configuration, and also by the insertion of the deaf in the work environment and its legal frameworks by the recognition it has today.

The industrial revolution was a great process of development in the area of work and transformations in industrial goods from factories, thus giving rise to the first steam engine and the development of railroads (WILSON, 2014).

During the height of the industrial revolution, workers received wages far below the demand at the time and were forced to endure long working hours and production took place by the manufactured way, using the artisanal capacity of the employees. As there was no work safety at the time, accidents were frequent, which led workers to mobilize to create the first labor organizations and unions, where the first strikes arose with the aim of improving wages and reducing working hours (Diebolt, 2005, pp.323 and 324).

Political, ideological and economic intentionalities made their demarcations, that is, "[...] public educational policies are anchored in the social and cultural aspects of a given universe" (Costa, 2014, p. 26).

The contextualization of the legal and political structures of deaf education follows a timeline designed according to the following periods in the history of our country: Brazilian Empire, Old Republic, Vargas Era, former Democracy, Military Dictatorship and the current New Republic. Pietzak (2023) analyzes the education of the deaf in Brazil from the Imperial period (1855) to the present day, but realizes that at specific moments it is necessary to seek in the international context the political aspects and legal frameworks that also permeate the education of the deaf.

During the period of the Brazilian Empire, it is important to emphasize that the timeline of deaf education in Brazil originated from the emigration of the French deaf teacher, E. (Ernest or Eduard) Huet, from the Institute of the Deaf in Paris, in 1852.

Rocha (2008) argues that in 1855, Huet presented D. Pedro II with a report showing plans to establish a school for the deaf in our country. The Institute's activities began in 1856 as a private organization and a year later, in 1857, the Institute began to be funded by the government. Thus, Dom Pedro II opened the Royal Institute of the Deaf and Dumb in Brazil (today the National Institute for the Education of the Deaf), on September 26, 1857.

In 1880, at the Congress of Milan, Italy, Oralism was defined as the exclusive approach used in the education of the deaf. Such prerogatives soon arrived in Brazil, influencing the teaching methodology of the National Institute for the Education of the Deaf and Dumb. Oralism has a clinical/medical view, emphasizes speech and aims at the rehabilitation of the deaf (Strobel, 2009).

In 1951, the Hellen Keller Municipal School for Deaf Children was created in São Paulo, laying the foundations for the creation of the first Educational Center for Deaf Children in 1952. It was a special school and the activities developed there led to the creation of four more municipal schools (São Paulo) for early childhood education and 1st grade for the hearing impaired in 1988 (Pietzak, 2023). In 1954, there was also the creation of the São Paulo Educational Institute, specialized in the teaching of hearing-impaired children (Mazzotta, 2001).

In view of the new conceptions about deafness and the deaf (non-mute) subject, the name of the Imperial Institute for the Deaf and Dumb was changed to the National Institute for the Education of the Deaf in 1957, the name used to this day (ROCHA, 2008). Still in the Democratic period, we highlight Law No. 4,024/61 – Law of Guidelines and Bases of National Education, which affirms and highlights the commitment of the Brazilian government to special education, despite using the expression education of the exceptional, terminology used at the time. (Brazil, 1961).

However, the law does not affirm the compulsory nature of primary education and at the same time exempts it in cases of illness or serious anomalies of people. Although the service of people with disabilities received the first indications, it is perceived that the applicability of the law was inefficient and due to the low representation of the deaf, their enrollments were included as exempt (Costa, 2014).

During the Military Dictatorship, we can highlight the creation of the National Center for Special Education (CENESP), in 1973, which acted as "[...] sector of the Ministry of Education that began to monitor public policies on special education" (Costa, 2014, p.111). Remembering that we have here the first official body acting in the definitions of Special Education policies in the country. However, private initiative was privileged to the detriment of public special education services (Mazzotta, 2001).

In 1971, Law No. 5,692 – Law of Guidelines and Bases of National Education was enacted, a law that determined the basic principles for primary and secondary education, emphasizing the creation of vocational schools, thus meeting the needs of the market (COSTA, 2014)

Right now, in the international sector, we have several notable characteristics to highlight. 1981 was an important year for Inclusive Education, considered the International Year of Persons with Disabilities. This year we have a Cuenca Declaration on the new trends in Special Education UNESCO/Orelac - Ecuador, recommending the elimination of physical barriers and the participation of people with disabilities in decision-making about them, and the Sunderberg Declaration, in Spain, which dealt mainly with the equalization of



opportunities for people with disabilities to education, training, culture and information (Barbosa; Fialho; Machado, 2018).

From the 1980s onwards, the civil-military dictatorship was weakened, allowing new social movements to emerge linked "[...] to the issue of citizenship and accessibility and, in this case, the deaf groups organized together with the movement for the rights of people with disabilities" (Bär, 2019, p. 151).

It is worth mentioning that in this historical period the issues of language and identity were not the focus of discussion. The design presented so far has won me over, examines the main policies and legal frameworks established for the deaf from 1855 to the period of the Military Dictatorship, and allows us to understand the origins and reasons why many practices have persisted to this day.

In addition, the provision of Law No. 8,213 of July 1991, which obliges companies to fill 2% to 5% of positions with people with disabilities. The deaf community sees in deaf movements a political possibility of resistance in different social, educational, cultural spaces, and in the work environment. These movements take place from spaces such as associations, cooperatives, clubs, etc.

Law No. 7,853/98, which was created to guarantee that people with disabilities have their social integration, with the right to education, health, and work, leisure and social security.

So, the demands for public policies for the deaf have taken on even greater proportions with social modernity, so that they are members of an increasingly participatory society, providing a more egalitarian life such as accessibility in public and private spaces the presence of the sign language interpreter for

Considering that there are few institutions that understand the linguistic difference and organize themselves to develop communication with these people through the Brazilian Sign Language - Libras, which today is officially the second language of Brazil used by the Brazilian deaf community.

We must remember that Brazilian society provides very limited educational opportunities for people with disabilities. Thus, we emphasize the need for companies to lower the level of demand in relation to these candidates, thus enabling the generation of employment and compliance with the Law (Ministério do Trabalho E Emprego, 2009, p.14).

The forms of hiring people with disabilities in accordance with the provisions of article 35 of decree 3.898/99. According to the Brazilian constitution, wage discrimination between workers is not allowed, however the "proportionality of salary" can happen as a result of flexible working hours in compliance with the specificities of some type of disability.



In these cases, medical examinations are done and necessary for employment in the employment sector. The medical examination must be detailed and must be accompanied by the Report that identifies the disability containing the main ICD (International Classification of Diseases).

In addition, other factors to be faced within companies, and the prejudice practiced by other co-workers due to the company's own lack of actions in the inclusion of these subjects that results in social exclusion, little professional growth, since companies do not make an effort to offer employees a training and career progression program, The lack of autonomy in the function, the absence of assistive technologies prevent the professional from performing their tasks alone.

Deafness is a condition that manifests itself with different degrees, from mild hearing loss to profound deafness. Large parts of cases of deafness are transmitted during pregnancy as a consequence of alcohol and drug consumption, poor nutrition of the mother, diseases such as diabetes, or even infections that arise during pregnancy such as measles or rubella.

Another major cause of hearing impairment is exposure to intense noise (more than 75 decibels), for example, industrial machinery, loud music, rocket guns, and others. Libras, for example, has its origin in French sign language, and has expressions and regionalism typical of Brazil.

The Deaf are entitled to a Driver's License Card Resolution No. 734/1989 by the National Traffic Council (CONTRAN), and the identification of the vehicle with an international symbol of deafness by Law No. 8,160 of January 8, 1991.

However, until the middle of the twentieth century, deaf people were still classified according to the biomedical model. Socio-political factors have undergone changes that have enabled a social approach to disability, that is, the recognition of its deaf linguistic forms. Considering the deaf person as disabled is part of the clinical standards, but at least in the discourse we realize that the medical model of disability has been losing its strength and the normativity of the deaf person has been a striking aspect in the educational field (BÄR, 2019).

In 1993, the Secretariat of Special Education (MEC/SEESP, 1993) instituted the National Policy on Special Education (PNEE). In 1994, we organized the World Conference on Special Educational Needs: Access and Quality in Spain, also known as the Salamanca Declaration. The objective of this conference is to promote the cause of Education for All, that is, Special Education from the perspective of Inclusive Education, to evaluate the

necessary changes in public education policy, to understand equal opportunities. Stumpf et. al (2021, p. 64) understand that the Salamanca Declaration was

[...] It opened a greater space for discussions about inclusive schools for people with disabilities, such as the deaf. It determines that educational institutions must meet and ensure the right to access to adequate teaching and learning for deaf students

In 1996, we have the important Universal Declaration of Linguistic Rights, which in article 5, defends the principle that "[...] the rights of all language communities are equal and independent of their legal or political status as official, regional or minority languages" (UNESCO, 1996, p. 6).

Law No. 9,394, the Law of Guidelines and Bases of Brazilian Education - LDB, also from 1996 (BRASIL, 1996), argues that education should be provided based on principles, including equal conditions of access and regularity in schools, freedom of learning, teaching, research and dissemination of culture, ideas, of art and knowledge, the pluralism of ideas and teaching concepts; respect freedom and value tolerance; considers racial and ethnic diversity, guarantees the right to education and lifelong learning, respects the people, languages, cultures and diversity of identities of deaf, hard-of-hearing and deaf people. When we look at these principles, we realize that the goal of some of them is a just and equitable education.

In 1999, we have the Inter-American Convention for the Elimination of All Forms of Discrimination against Persons with Disabilities (nomenclature used at the time), also called the Guatemala Convention, which ratifies the fundamental rights and freedoms of persons with disabilities and reinforces that spaces and society need to be adequate, providing access and full participation for persons with disabilities (Calixto; Ribeiro, 2016).

In the year 2000, we can highlight the Dakar Commitment, with the ultimate objective of evaluating the global progress achieved in the last decade since the Jomtien Declaration, in addition to approving a new framework for action for the universalization of Basic Education (Barbosa; Fialho; Machado, 2018).

On September 11, 2001, the National Council of Education – CNE issues Resolution No. 2, guided by the Guatemala Convention of 1999, establishing the National Guidelines for Special Education in Basic Education, guaranteeing the enrollment of all students and determining school attendance of students with disabilities from early childhood education and ensuring the necessary conditions for quality education for all (National Council of Education, 2001).

On April 24, 2002, Law No. 10,436 was sanctioned to recognize Libras as a legal means of communication and expression in the country. Well, the communication between hearing and deaf people was developing, and several advances were made.

Decree No. 5,626, of December 22, 2005 (BRASIL, 2005), regulates Law No. 10,436 and deals with several aspects related to the use and dissemination of Libras. This Decree covers the inclusion of Libras as a curricular subject, the training of teachers and instructors of Libras, in addition to dealing with the use and dissemination of Libras, as well as defining the guarantee of the right to education and health (BRASIL, 2005). In article 22, the decree designates as "[...] schools or classes of bilingual education those in which Libras and the written modality of the Portuguese Language are as L2.

The Law that regulates the profession of Libras Translator and Interpreter is Law No. 12,319 of September 1, 2010, from this law Libras professionals began to work in school and non-school environments due to the lack and claims of these professionals with service to the deaf community, and also the expansion of public accessibility policies.

The general concept of employability corresponds to the ability to be employable, that is, to obtain work or employment, to remain or progress in it, taking into account the requirements of qualifications, skills and knowledge offered by the labor market, it can be understood as a relationship between four categories of study of the person-work relationship: individual factors (attitudes, skills, interests, reasons, expectations), individual circumstances (opportunities for learning and skills development), facilitating support system (family and organizational environment) and labor market (job offers and services) according to Torrico (2022).

The impacts of technological evolution on the labor market of an economy are direct, it is implemented in the short and long term on the branches of labor, added value and income, the need mainly for institutional structures for the qualification and requalification of the worker, in order to enable his adaptation to new conditions. The scenario is one of uncertainty, in view of the demand for career self-management, there is a growing estimate of studying the actions taken by people to develop skills and seek knowledge favorable to their insertion or maintenance in the labor market, whether formal or informal. An important strategy to promote career development, organizational commitment, and the ability to facilitate change at different levels of organizations (Torrico, 2022).

According to Torrico (2022), it is important to differentiate employability and employment contract. The employment contract "solidifies" an employment relationship with an organization, while employability is the worker's ability to remain in the real possibility of being hired, in view of their qualifications and skills and the opportunities to link with the

labor market and according to Corseuil (2021), the advent of new technologies, these modalities have contributed to a significant growth in self-employed occupations in recent years, with emphasis on young people who largely develop in activities associated with the use of applications, such as the land transport and delivery services sectors. The author highlights three types of alternative work: 1) "gigeconomy": the agreement of companies with workers willing to relate to each other in temporary, contractual or freelance work; 2) "peereconomy": online organizations where workers provide services directly to consumers and 3) "crowdsourcing": an online method to spread complex projects to large numbers of independent workers. These new work platforms provide flexibility, as they allow workers to define their own hours or working conditions, but they generate challenges such as modest remuneration, and the restriction of benefits (health insurance, food vouchers, among others) to the worker or the labor supplier.

The current generations have global means of communication, connected to exchange information and content that they objectify in behavior, subject to attractions and conveniences, making their experiences of behavior and experience more dynamic (Silva, 2021). World economies seek to stimulate economic development processes, we have in mind the sectors of the economy integrated by globalization with the impact of the financial and health crisis linked to the Covid-19 pandemic that is active and reflected in the imbalance of demand and supply in industry and commerce (Dias, 2022).

## METHODOLOGY

The research in question indicates a qualitative approach, aiming to characterize, analyze and recognize, from the perspectives of the subjects that constitute it, which involves specific characteristics of data collection in a detailed and descriptive way, always seeking answers and raising new questions during the investigative process. As well as, considering this option, the purpose is to work on a framework that:

It starts from the foundation that there is a dynamic relationship between the real world and the subject, a living interdependence between the subject and the object, an inseparable link between the objective world and the subjectivity of the subject. Knowledge is not reduced to a "list" of isolated data [...] the subject-observer is an integral part of the process of knowledge and interprets the phenomena, attributing to them a meaning [...] (CHIZZOTTI, 2014, p. 79).

Thus, research involving human beings offers risks and these should be made minimal. Because of this, we will be careful with regard to ethical issues and we make it clear that the researchers (responsible and adviseeing) involved in this research will take the necessary precautions in relation to this issue.

The researchers, aware of the ethical issues, will keep the identity of the informants confidential. In this way, you will not be identified by names or photos, as well as any information collected will be kept safe, presenting your testimony as part of a global set of information. Identification of the subject, whether by name, photograph, or any material indicating participation, will not be provided to another researcher or interested parties.

According to Creswell (2010), among the data collection procedures in qualitative research, the following stand out: observation, documents and audiovisual materials. This study delved into documentary research, considered a resource capable of helping to understand a phenomenon, and can be used as an autonomous method and the only qualitative approach or as a complementary strategy to other methods (FLICK, 2019).

For Minayo (2006), the interview with regard to the focus group would be a communication guided by the researcher. In this context, it acts as a mediator, and must develop a guiding topic that creates a reference for the discussion of the themes in focus (Gaskell, 2007).

The fact that the researcher is in loco with all the interviewees and carries out, through a semi-structured interview script, the instruction collectively was called a collective interview, as it is an interview in LIBRAS, configuring itself in a moment of collective understanding. The script was composed of thirteen (13) questions divided into three thematic blocks:

- **Block 1:** Conceptions about the Deaf and Social Inclusion;
- **Block 2:** Apprenticeship or Training during working time;
- **Block 3:** Evaluation of the Work of Deaf People and Working Conditions Offered to this Population Demand.

Also for the development of mediation in the group, a documentary research was developed, based on documents, books, articles, legislation and others. At first, the visitation was made on August 16, 2023, at the Professor Astério de Campos Specialized Education Unit (UEES), located in the municipality of Belém – PA.

In addition, according to the visitation, the management explained that the institution develops the activities of Specialized Educational Service (SAEE) with classes from kindergarten to high school, and also preparatory class for the entrance exam (that is, students who have finished high school), with this this preparation class for the National High School Exam (ENEM) make up of 35 young deaf students who attend classes three times a week (Monday, fourth and sixth) with the subjects taught in the Brazilian Sign Language (LIBRAS) by the teachers of the educational institution themselves.

In this way, at the end of the class, the researcher interacted quickly with the ENEM preparatory class, in the second moment, the conversation circle was held with the entrance exam class on August 18, 2023, aligned and scheduled with the direction of the educational institution in the morning shift around 11 am with a duration of 1 hour of time in Brazilian Sign Language with the deaf, according to the researcher's script and the notes were also recorded due to the time stipulated with the management of the teaching unit.

The research obeys the ethical criteria and, therefore, should be considered as a non-probabilistic research material with the collection of information, and the help of the translator and interpreter of Libras Antonio Junior (the author of the research) with the students of the PRÉ-ENEM class so that the deaf community could respond confidentially and ensuring accessibility in Libras.

The Professor Astério de Campos Specialized Teaching Unit, in 2024 completes 62 years of foundation in reference in Bilingual Education (from Portuguese to Libras), is under the management of the A. F. P. de S. C., the educational institution works as basic education and its respective modalities, being fundamental (1st year to 9th year), integrating into the Inclusion proposal that today works in the morning and afternoon shifts, in addition to teachers with qualification in Libras and inclusive and special education, the obligation to be part of the staff, teachers in the classroom according to the disciplines and more qualification in Libras and Libras interpreters, thus providing opportunities for the entry of special elementary school students, Currently, people with disabilities enrolled in the educational institution are: hearing impairment, deafness, deaf-blindness, deafness and low vision. And also, the services in the resource room are in the after-shifts, the teaching unit has a professional in speech therapy, social work and psychology in its staff. UEES Professor Astério de Campos is located at Avenida Almirante Barroso, nº 2800, CEP: 66613-710 Bairro do Souza, between Avenida Doutor Freitas and Avenida Júlio César. Below is the photo of the front of the Specialized Unit that is a reference in bilingual education for deaf people.

Regarding the sample criterion adopted in the study, we opted for the non-probabilistic sample (FLICK, 2008) not using statistical criteria, we opted for a free inclusion of respondents, obeying the criteria for selecting respondents:

- Deaf young people from UEES Professor Astério de Campos from the PRE-ENEM class aged 18 (eighteen) years or older;
- Have had some work experience in the last 05 (five) years;
- In private companies located in the city of Belém, State of Pará.



Bolfarine and Bussab (2005) present the topics that should be contemplated in a sample survey: identification of objectives and populations; collection of information; sample planning and selection; data collection process (field); data processing; analysis of the results; presentation of results and availability of data.

The sample is any part of the population. The purpose of the sample is to provide information that allows us to describe the parameters of the universe in the most appropriate way possible. Any sample provides information, but not just any sample allows the results to be extended to the population from which it was taken. One often hears the argument that a good sample is a representative one. Asked about the definition of a representative sample, the most common answer is something like: "one that is a micro representation of the universe". But to be sure that a sample is a micro-representation of the universe for a given trait of interest, one must know the behavior of that same trait in the population. (BOLFARNE; BUSSAB, 2005, p.24).

With the sample of 22 deaf students from the PRÉ-ENEM class were invited to participate in the research through the consent form, the interviews were carried out in person on the premises of UEES Professor Astério de Campos, from a date and time previously scheduled with the School Board, and recorded for later transcription.

For the analysis of the qualitative data, the interviews were transcribed in their entirety and the data were grouped into categories of analysis – conceptions about the deaf, conceptions about the work of deaf people, reasons for hiring and admission criteria – whose contents elucidated the guiding questions in the previously formulated interview script. In the scope of the research, the three respondents are deaf employees through the field research preferred not to identify themselves, so the respondents' codes were PS01F20, PS02F18 and PS03M1 (the three respondents with an employment relationship).

The first respondent is PS01F20, female, deaf and 20 years old, lives in the Terra Firme neighborhood in Belém-PA, when she was three years old she could not hear properly and did not understand her parents, in the medical report she had meningitis so she would be profoundly bilaterally deaf and the parents put their daughter, according to the interviewee's report, in a reference school for the deaf and in the case of UEES Professor Astério de Campos, and currently works at the public hospital as an apprentice in occupational medicine.

He highlights some negative points in the field of work in the hospital network, according to his perception: "Co-workers don't know Libras, they don't understand communication, they just look at me", noting the following positive points: "The employees



help, they respect and I respect them too". And the other highlighted statement of this respondent is: "I just wanted a job opportunity, the first job is difficult to get".

Always looking for knowledge and professional investment, but she seeks to have her own home and a good job as the work requires schooling and in her free time she takes training courses.

The second person interviewed, we identified as 'PS02F18', is 18 years old, obtains partial hearing, lives in the neighborhood of Tapaná, the reason for her deafness occurred in a hammock game with her cousins she hit her ear on the right side and with that the doctor said that she would be unilaterally deaf on the right side at 9 years old, when she was a child she was bullied on the street at home and from family members, she also studied at UEES Professor Astério de Campos,

The PS02F18 works part-time as a packer in the supermarket segment. Its biggest difficulty in the work environment that people don't understand what I say (be it co-worker and people who shop at the supermarket chain). She is seeking health help because she has anxiety and people do not understand what she says and is sad, unmotivated at work and at home, only her mother knows Libras. Among her highlights, she expresses: "I want to be happy and respect myself as a deaf person, to work and be respected", with this statement the interviewee is sickened by the lack of their rights that are not guaranteed and also the empathy and respect as a deaf person where they make it clear in their speech, and also lack of respect in their work environment and to be able to exercise their service with quality and dignity as a human being.

The third interview was conducted with PS03M1, 19 years old lives in the neighborhood of Marambaia in Belém-PA, he works in the supermarket segment near his home, in a test of the little ear it was detected that the patient had the possibility of being deaf from 4 years old to 10 years old. What happened until the total loss at the age of 11, when he started studying in a specialized school for the deaf, with the learning of communication in sign language at UEES Professor Astério de Campos, lives with his separated parents, he intends to pass the entrance exam and give a good condition to his mother, his mother is 60 years old and he is 20 years old and due to his disability he entered the law of quotas in the environment of Work His positive points were: "nice people and I liked it, they seek to learn Libras" and his negative points I point out in his speech: "they don't know Libras but they want to learn, when I talk they don't understand me and understand little".

It is important to emphasize that the hiring of people with hearing impairment by companies has already been a big step in the maintenance of rights, but it is not enough, as

these people need to be served and have guarantees that meet their communication and expression needs, participating in what happens within a company in relation to the communication process and also in the processes of personal development and professional training: "Deafness in itself is not misfortune; misfortune comes with the collapse of communication and language" (Sacks, 1998, p. 130).

Therefore, thinking about the social inclusion of people with hearing impairment requires carrying out transformations that extend from overcoming prejudice and discrimination to the need to provide interpreters or promote and even expand training courses in Libras that enable communication between listeners and people with hearing impairment, creating a minimum condition for the distance between them and listeners to be reduced. and that the myths about the hearing impaired person be extinguished.

According to the deaf interviewees, people with hearing impairment participate in lectures, training and other events, and in only three (A, B and C) companies, there is no presence of interpreters on these occasions. In other companies, audiovisual resources are used, and, in addition, people with hearing impairment have the support of other employees to transmit information to them through gestures, mimics and written messages.

Also in some situations, as exposed by the deaf participants, place the person with hearing impairment in "strategic positions" in the places of training and lectures so that he tries to lip read. With these actions, there is an attempt to create inclusion strategies, but they are far from ideal. An alarming aspect is that, in certain activities developed in companies, it is still observed that people with hearing impairment participate in meetings, lectures, training and other events without receiving the support that sign language offers them for the full understanding of the information conveyed there.

Practices such as these, in fact, cause an isolation of the person with hearing impairment from the information passed on via oral language, since "communication via speech and lip reading of the spoken language is necessarily very limited for a person who cannot hear" (Svartholm, 1999 as cited in Witkoski, 2009, p. 265). Such a practice is exclusionary and shows the unpreparedness of organizations in promoting inclusive actions in the organizational environment.

It should be added that sign language is highlighted within the complexity of the adaptation process in organizations, because, according to the statements of the interviewees, other strategies that enable communication are used, but they are not effective, especially for people with severe or profound hearing impairment who master the use of sign language and could benefit from this communication modality. Emphasizing the importance of training and qualification in Libras for these hearing employees, didactic

material in the work environment for better communication and understanding, hiring of Libras interpreters in organizations for better communication between hearing and deaf people, thus breaking communication barriers and developing inclusion policies in the workplace, as shown in the survey.

To put into practice the labor legislation that establishes the hiring of people with disabilities, companies have recruited mainly those with deafness, as they do not need physical changes in the company. However, these organizations are not able to receive the deaf, because there is a linguistic difference, an important issue for the performance of their functions (PRINCISVAL, 2015).

Bacelar (2017) presents an employability program that prepares both the deaf for inclusion in the world of work and the company to become able to receive this new employee. The program recognizes the difficulties encountered by both the company and the deaf. Companies generally expect the deaf to have the Portuguese language as their first language, to be oral (use the voice to communicate), to do orofacial reading (or lip reading), with a good level of education and professional qualification. However, the reality is controversial, demand on the part of the company, the inability to deal with issues related to deafness.

The deaf also suffer, as they have low self-esteem for not being able to relate, not having independence, leading to high turnover because they feel excluded and discriminated against. HR also has the role of including people with disabilities in the organization, participating as a facilitator, promoting humanization and awareness of workers, so that they are seen equally (with limitations and abilities) as any other individual.

It is the responsibility of this department to analyze the obstacles and promote the necessary adjustments, avoiding physical and/or emotional discomfort (DUARTE; FRESCHI, 2013). In view of the difficulties for the insertion of the deaf in the world of work, Araújo, Silva and Sousa (2015) state that it is important for the company to be aware of the universe of deafness and its capabilities, more specifically of its language. When the necessary attention is given to the development of the deaf, it is explicit that the absence of hearing does not limit him.

Princisval (2015) also highlights that the inclusion process is the result of a series of factors based on the family and, subsequently, an adequate bilingual education (teaching through LIBRAS as a first language and Portuguese (written) as a second language) in a way that is not late. However, in no way does this diminish the company's responsibility in the inclusion process, it is understood that disability does not limit the person or make him less capable, but the prejudice that is still present in people.

Campos, Vasconcellos and Kruglianskas (2013) emphasize the importance of understanding the difference between insertion and inclusion,

Insertion requires only simple recruitment and selection practices. Inclusion, on the contrary, requires planning for a program that permeates all people management processes, promoting horizontal strategic alignment between them and vertically with the organizational macro-objectives, making it necessary for the Human Resources area to start leading the process [...] advised by the top leadership and other areas of the company, instead of being the only one responsible [...]  
(CAMPOS; VASCONCELLOS; KRUGLIANSKAS, 2013, p. 562).

As a solution, the same authors propose eight practices of an inclusion program, namely: a) accessibility analysis; b) analysis and definition of the profile of the professional with disabilities; c) awareness; d) recruitment and selection; e) evaluation of occupational health; f) training; g) career development and promotion; h) retention. Specifically, accessibility is treated by Silva, Borges and Paiva (2018) as the equalization of opportunities and not as an advantage of the latter over the former.

## FINAL CONSIDERATIONS

Based on the research of this study, the relevance of the aforementioned study is explicit, in a way that expands an ethical, human view to reflect on the socioeconomic contributions of the Deaf Community. Among the readings of articles and studies on scientific bases, it is clear the need to bring such subjects to the academic environment.

In a way that the barriers and difficulties for the inclusion of the deaf in the labor market can be reversed, bringing to light a subject that is still challenging today and brings discussions in the workplace, but with the purpose of overcoming impediments and adding values. It was clarified that the deaf are the most requested because they do not need physical changes in the organizations.

However, these enterprises are unprepared to receive them, as they only aim to hire them to meet a quota that is demanded by the government and not inspected. Even so, filling these vacancies becomes difficult, as many prefer to receive part-time work and the work margin (general services, packer and others), since salaries are equal to them.

Through the interview with the deaf, it was possible to verify the challenges and difficulties encountered in their daily lives, but not because they were unable to accomplish something, quite the contrary, because of the lack of support from the listeners. The difficulty of communicating in your language is the biggest obstacle to your hiring and staying in your job. Regarding the objectives raised at the beginning of this study, we were

able to point out the difficulties encountered in the insertion of the deaf in the labor market, presenting them both in the bibliographic and in the field research.

In the latter, the interviewees pointed out the challenges encountered in their daily lives, even after their insertion in the company. The initial hypothesis was that companies were unprepared for this type of inclusion, and this can be verified by reports from deaf interviewees.

However, the reality is very different, as some organizations do not comply with the legislation and others are left with vacancies, due to lack of demand from this public. We recognize that the research needs to be further in-depth by visiting more companies and even expanding to other municipalities.

With this in mind, we recommend that future researchers on this topic expand the sample, not restricting it by municipality. Conducting interviews can be a good video call seemed to us a good resource, as long as they are accompanied by a LIBRAS interpreter. We believe that the expansion of this research will lead to greater relevance, as it will reach a larger territory and a greater number of deaf people to be interviewed, thus obtaining a broader view of the current situation of these people in the world of work. In addition, we suggest that the companies that hired these deaf people be interviewed, to provide opportunities for the discourse of both parties.

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