

ON THE SOCIAL PARTICIPATION OF THE PERSON WITH INTELLECTUAL DISABILITY¹

SOBRE A PARTICIPAÇÃO SOCIAL DA PESSOA COM DEFICIÊNCIA INTELECTUAL

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ABSTRACT: The current legislation in Brazil recognizes people with disabilities as subjects of rights and establishes the reduction of barriers so that this population can exercise their citizenship, but there are still several obstacles that hinder this process. Documents such as the 1988 Brazilian Constitution, the 2007 International Convention on the Rights of Persons with Disabilities and more recently, the Brazilian Law on Inclusion, from 2015, affirm the need to promote the social protagonism of people with disabilities. Among the forms of protagonism, the organizations of persons with disabilities play an important role in defending rights. In the case of intellectual disability, although there are organizations that advocate the rights of these people, the defenders are mostly family members, specialized professionals or in some cases politicians. In this context, this study proposes the investigation of the forms of social and school participation of people with intellectual disabilities. The methodology of the study included the analysis of public statistical data from the Brazilian Demographic Census (2010) and School Census (from 2014 to 2018), regarding school and labor market participation. The IBM SPSS Statistics program was used to process the data, which were analyzed in the light of specialized literature and current legislation. The study revealed that, in education, the majority of students with disabilities are students with intellectual disabilities. In relation to the labor market, among all disabilities, intellectual disability has lower participation rates. The conclusion points to the need to take into account this state of affairs in order to expand and formulate new policies of social participation.

KEYWORDS: Special Education. Intellectual disability. Social participation.

RESUMO: A legislação vigente, no Brasil, reconhece as pessoas com deficiência como sujeitos de direitos e estabelece a diminuição de barreiras para que esse público possa exercer sua cidadania, porém ainda existem diversos obstáculos que dificultam esse processo. Documentos como a Constituição de 1988, a Convenção Internacional sobre os Direitos das Pessoas com Deficiência de 2007 e, mais recentemente, a Lei Brasileira de Inclusão de 2015 afirmam a necessidade de promover o protagonismo social das pessoas com deficiência. Entre as formas de protagonismo, as organizações das próprias pessoas com deficiência têm papel importante na defesa dos direitos. No caso da deficiência intelectual, embora existam organizações que defendem os direitos dessas pessoas, os defensores são, em sua maioria, familiares, profissionais especializados ou mesmo políticos. Nesse contexto, este estudo propõe a investigação das formas de participação social e escolar das pessoas com deficiência intelectual. A metodologia do estudo incluiu a análise de dados estatísticos públicos do Censo Demográfico Brasileiro (2010) e Censo Escolar (de 2014 a 2018), no que se refere à participação escolar e no mercado de trabalho. Foi utilizado o programa *IBM SPSS Statistics* para o tratamento dos dados, que foram analisados à luz da literatura especializada e da legislação vigente. O estudo revelou que, na educação, a maioria de alunos com deficiência são estudantes com deficiência intelectual. Em relação ao mercado de trabalho, dentre todas as deficiências, a deficiência intelectual apresenta menores índices de participação. A conclusão aponta para a necessidade de levar-se em consideração esse estado de coisas para ampliar e formular novas políticas de participação social.

PALAVRAS-CHAVE: Educação Especial. Deficiência intelectual. Participação social.

1 INTRODUCTION

According to data from the 2010 Demographic Census of the Brazilian Institute of Geography and Statistics (IBGE), in Brazil, there is a large number of people with disabilities

¹ <https://doi.org/10.1590/1980-54702020v26e0156>

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(23.9%). The 2010 Census investigated four types of disabilities: visual, hearing, motor and intellectual. Intellectual disability was self-reported by 1.4% (2,611,536) of the population. Even considering that the census data are self-declared or declared by a resident of the household - non-specialists -, the number of people with intellectual disabilities in Brazil is noteworthy. Among all the disabilities, intellectual disability is the one that presents the greatest challenges for education and work, and the people that make up this group will face important barriers that hinder their participation.

Despite the advances observed in the legal framework that guarantee the rights of people with intellectual disabilities, the reality, with regard to modes of social participation, is quite different, according to age group, socioeconomic condition and other factors. There are social policies and facilities that are designed to serve this group in early childhood. However, opportunities diminish as these people become teenagers, adults and the elderly. Considering this context, knowing the terms of the social participation of the person with intellectual disabilities can collaborate to solve the existing problems and assist in the formulation of solutions. This study proposes, therefore, the investigation of the forms of social and school participation of people with intellectual disabilities. This is a quantitative and qualitative study that analyzes public data on education and participation in the labor market of people with intellectual disabilities.

1.1 SOCIAL PARTICIPATION OF THE PERSON WITH INTELLECTUAL DISABILITY: EDUCATION AND WORK

Social participation can be understood as a practice of citizenship and is related to participation in spaces and organizations in society. Thus, being a citizen means enjoying the necessary rights for social action and participation (Alencar, 2010; Serapioni, 2014). Silva, Jaccoud and Beghin (2005) add that social participation would have a fundamental role in two aspects: in the expression of demands, such as the democratization of management, as well as in the execution of social policies. In this way, social participation plays an important role in terms of building a democratic society.

The idea of social participation was being developed throughout a history that intertwines with that of the conceptions about disability. Since antiquity, conceptions of intellectual disability have emphasized the impossibility of healing and the inability to develop. These ideas caused many people to be marginalized, abandoned, segregated and institutionalized.

Only in the 20th century, intellectual disability came to be seen no longer as an impediment, but as part of the subject's characteristics. This was one of the reasons that, from that moment on, people with intellectual disabilities became the target of research as well as of health and education actions, which intended to take into account their conditions of development.

In Brazil, the institutionalization of people with disabilities occurred in the early 19th century (Rodrigues & Maranhé, 2008). In the 20th century, intellectual disability was considered a public health problem and, therefore, spaces were created, within hospitals, to serve children with disabilities. From the 1930s onwards, philanthropic institutions expanded,

which favored that the care of people with intellectual disabilities was mostly carried out in the sphere of public charity (Giordano, 2000). Until over half of that century, the service took place in institutions, special schools and exclusive classes for students with disabilities in schools. The work was carried out on several fronts: shelter for people with intellectual disabilities, education of this public through pedagogical workshops and teacher training courses (Lanna Júnior, 2010; Mendes, 2010).

The referral to special classes was based on poor school performance and, therefore, not everyone who attended these classes were students with intellectual disabilities. However, the chance of returning to regular education was minimal because the service focused on rehabilitation would replace academic education (Glat, Plestch, & Fontes, 2007).

In the early 1960s, the government's initiative in creating the National Campaign for the Education and Rehabilitation of the Mentally Handicapped (Decree no. 48,961, of September 22, 1960), signals an attempt to "promote throughout the national territory, the education, training, rehabilitation and educational assistance of retarded children and other mentally disabled people of any age or sex" (Decree no. 48,961, 1960).

According to Jannuzzi (2012), the need for labor to operate in the labor market, driven by the country's economic development, contributed to changing the conceptions of education. These changes extended to the disabled population, who came to be seen as being able to be educated in institutions that would provide this type of care, for the time necessary so that their family members could work. The performance of specialized institutions has strengthened over the years and has received support from the government through agreements. At that time, the concept of integration was in force, which implied the student's responsibility (when he/she was able to enter a regular classroom), for his/her adaptation to the education system and, therefore, there was no concern with the environment, nor with the teaching conditions.

Up until the 1970s, Brazilian initiatives, as well as those existing in other countries, were centered on medical knowledge, specialists, family members and politicians, who were attributed the ability to make decisions about the lives of people with intellectual disabilities (Lanna Júnior, 2010).

With the advent of the 1988 Federal Constitution, the result of the struggle of movements that claimed the right of citizenship for all people, the right of everyone to education is established and, in the case of people with disabilities, to specialized educational assistance, preferably in a regular education network. However, the practice of special education concentrated in philanthropic institutions still persisted and the experiences of inclusion were isolated (Caiado, 2014). Despite this, social participation is beginning to be recognized (Alencar, 2010; Silva et al., 2005). It appears as one of the foundations in the organization of public policies and as an institutional mechanism capable of guaranteeing social protection with regard to risks and vulnerabilities. The Federal Constitution states the need to create accessible prevention and care services and programs that facilitate the social integration of people with disabilities, whether in education or at work.

In the 1990s, the social participation project was strengthened in the sense of expanding the participation of civil society focused on social solidarity (Silva *et al.*, 2005). Society organized itself to begin the process of institutionalizing social participation. An example of this is Law no. 8,213, of July 24, 1991, which establishes the obligation for companies to hire people with disabilities.

With regard to Education, the Salamanca Statement, proclaimed by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 1994, calls into question the diversity of forms of participation by students from different groups traditionally overlooked by school systems and the responsibility of nations and civil society in implementing inclusive education. In Brazil, the National Education Guidelines and Framework Law (Law no. 9,394, of December 20, 1996) incorporates the perspective present in the Salamanca Statement and mentions the need to support the entry and permanence of students with disabilities at all education levels.

The Special Education National Guidelines (2001) address the different aspects involved in the provision of services and the elimination of barriers that hinder access to education. Brazil is also a signatory to the 1999 Guatemala Convention (Decree no. 3,956, of October 8, 2001). The Decree addresses the elimination of discrimination against people with disabilities. Disability is understood as the set of difficulties that restrict a person's participation in different types of activities, either permanently or temporarily, and that can be caused or aggravated by different environmental factors.

The 2004 document, *O acesso de alunos com deficiência às escolas e classes comuns da rede regular* (Access for students with disabilities to schools and common classes in the regular school system – Brazil, 2004), discusses the changes needed for schools to become inclusive and that solidarity, cooperation, dialogue, creativity and a critical spirit should be put into practice.

The Convention on the Rights of Persons with Disabilities, adopted at the General Assembly of the United Nations (UN) in 2007, promulgated in Brazil in 2009, through Decree no. 6,949, of August 25, 2009, states that disability results from the interaction of people with the barriers resulting from attitudes and the environment, which prevent the participation of this public in society in equal opportunities with the population in general. The document establishes three spheres of participation: economic (participation in the labor market, constitution of income and benefits for people with disabilities), social (family, community and leisure participation, as well as the role of people with intellectual disabilities) and cultural (school participation and access to culture). Regarding participation in education, the Convention ensures that people with disabilities receive the necessary support so that they can participate at all levels of education (Basic Education, Higher Education, Education for Youth and Adults and continuing training). It also provides for the possibility of individualized support for the full development of the target population of Special Education.

Students with disabilities have been entitled to Specialized Educational Service (SES) since the 1988's Federal Constitution. The guarantee of this service was reaffirmed in the National Policy for Special Education from the Perspective of Inclusive Education (*Política Nacional de Educação Especial na Perspectiva da Educação Inclusiva* - PNEEPEI) in 2008. Assistance must occur throughout the schooling process of the student as a complementary

or supplementary service to their education and must be carried out in the multifunctional resource rooms. SES cannot replace the regular education offered in the classroom. The importance of these documents lies in the fact that they reflect a change in the conception of Special Education, since previously a large portion of the population with disabilities was educated in segregated classes and institutions.

The school participation of people with intellectual disabilities has increased over the years. The number of students with this disability represents the majority of those enrolled, compared to students with other disabilities. Some researches, such as Laplane (2014) and Meletti and Ribeiro (2014), carried out based on the official data of the School Census, released by the National Institute for Educational Studies and Research Anísio Teixeira (INEP), show that people with intellectual disabilities are enrolled in Basic Education. Studies also show that this population has reached different levels of education (Laplane, 2014; Meletti & Ribeiro, 2014). The enrollments of students with disabilities in Basic Education have increased, while they have decreased in exclusive schools of Special Education. Another advance is the entry into Higher Education: in a universe of 38,272 enrollments of students with disabilities, registered in 2017, 5.34% are from academics with intellectual disabilities (INEP, 2018).

Technical Note no. 4, 2014, provides guidance on supporting documents for students with disabilities, global developmental disorders and giftedness in the Basic Education School Census. According to the publication, it is not necessary to present a medical report to have access to educational support services. The requirement for proof of clinical diagnosis can be characterized as imposing barriers to access educational systems and SES, which have a pedagogical and non-clinical character. The document allows the referral of students with special educational needs to the resource room, but it also allows these students to be counted as subjects with disabilities.

The rights established in several documents are in the process of being implemented, especially with regard to the right to academic content learning, which are crucial for the development of students with intellectual disabilities (Plestch 2014; Plestch & Mendes, 2015).

The need to develop mechanisms of social participation accessible to historically excluded groups and vulnerable groups was reaffirmed in the National Policy for Social Participation, instituted by Decree no. 8,243, of May 23, 2014. The councils and commissions of public policies, national conferences, dialogue tables, hearings and public consultations, as well as virtual environments, constituted, among others, the instances of realization of the right of social participation (Decree no. 8,243/2014). Thus, the document, the first objective of which was to consolidate it as a method of government, referred to the formulation, management, monitoring and social control of public policies for social participation.

The law was repealed by Decree no. 9,759, of April 11, 2019, signed by the President of the Republic Jair Messias Bolsonaro, which extinguishes and establishes guidelines, rules and limitations for federal public administration collegiate bodies (Decree no. 9,759/2019). In the revocation Decree, there is nothing about a national social participation policy. The National Council for the Rights of Persons with Disabilities (*Conselho Nacional dos Direitos da Pessoa com Deficiência* - CONADE), created in 1999, constituted as a result of the participation of people with disabilities in social spaces, was affected by the revocation Decree.

To Bezerra, Szwako, Romao and Vello (2019), the revocation of the Decree that instituted the National Policy for Social Participation initially impacts policies related to human rights, racial equality, indigenous, among others aimed at minorities that, historically, were on the margins society, since, without collegiate bodies, the implementation and formulation of public policies is uncertain. The revocation of the Decree thus contradicts studies that investigate the forms of social participation of people with disabilities and that affirm that activities of a varied nature such as: work, study and participation in community, religious and leisure environments collaborate for the development of these people and for the improvement of their quality of life (Lima, Tavares, Brito, & Cappelle, 2013; Saviani-Zeoti & Petean, 2008).

As we can see, the path of recognition and guarantee of social participation as a right is winding and tense, with advances and setbacks that mark the different historical moments and reflect the movement of political and social forces. In this context, people with intellectual disabilities still face barriers, whether attitudinal or architectural, that limit or prevent participation. Entry into the labor market can be an example.

Work is performed for a good part of life, and it is through it that income is obtained for the sustenance and survival of people and their families, in addition to being a source of recognition and a space for exercising citizenship. Professional practice allows the worker to come into contact with other subjects, which makes work activity a form of social relationship (Lima et al., 2013). Work has a significant role with regard to the construction of adult identity, since the exercise of a paid function is related to becoming an adult (Monteiro, 2014). It is through professional occupation that people can learn a job, gain autonomy and independence. It is this practice that will also guide people's lives and make it possible to experience important experiences for their engagement as citizens. In addition, income is important in terms of possibilities for social participation.

In relation to people with disabilities, work can be a means of inclusion and social participation as long as it allows the subject to develop and demonstrate his/her potential and knowledge (Masson, 2009; Pereira-Silva & Furtado, 2012). From the 1950s, this public began to prepare professionally and to work in specialized institutions or sheltered workshops. These workshops, still present today, are supervised places, with the objective to offer professional activities, whether paid or not, with a view to include this population in the labor market (Meletti, 1997).

In Brazil, the movement for the inclusion of people with disabilities in the labor market has been gaining notoriety since the 1960s, a process originating from the Convention of the International Labor Organization, the objective of which was the commitment of member countries to adopt and follow a policy national law that constitutes an instrument to fight discrimination against this portion of the population (Bezerra & Silva, 2011). The participation of people with disabilities in the labor sphere began to be widespread, then, in the 1970s, due to the thinking that prevailed at the time that the purchasing power of families would increase and, as a consequence, there would be a repercussion on the Brazilian economy (Jannuzzi, 2012).

The practice took place through training for simple and repetitive manual tasks, with an emphasis on discipline. Specifically for the public with intellectual disabilities, at that time,

as a result of a partnership between the National Center for Special Education (*Centro Nacional de Educação Especial* - CENESP) and the Association of Parents and Friends of the Exceptional (*Associação de Pais e Amigos dos Excepcionais* - APAE) of São Paulo, there was a habilitation campaign, with a focus on the labor market and professionalization. This was because the government realized that the cost of education would be lower than lifelong support (Jannuzzi, 2012; Plestch, 2014). In the 1980s, Brazil enacted the Federal Constitution, which already provided for the prohibition of any discrimination related to wages and the admission criteria of workers with disabilities (Constitution of the Federative Republic of Brazil, 1988). It is also during this period that the country ratifies an International Labor Organization convention in order to guarantee employment and the possibility of social inclusion (Bezerra & Silva, 2011).

An advance regarding the employability of people with disabilities is the approval of Law no. 8,213/1991, which provides for Social Security Benefit Plans and other measures. Known as the Quota Law, this Law aims to put into effect the inclusion in the world of work, by reserving vacancies according to the number of employees of the company (Law no. 8,213/1991).

In the late 1990s, Brazil published Decree no. 3.298, of December 20, 1999, which regulates Law no. 7,853, of October 24, 1989, on the National Policy for the Integration of Persons with Disabilities. One of the guidelines of the document concerns the expansion of possibilities for the economic participation of people with disabilities through professional qualification and inclusion in the work context. The law provides support for disabled workers if necessary.

The Convention on the Rights of Persons with Disabilities (UN, 2007) defends equal opportunities and remuneration, access to initial and continuing training programs, job placement services and the possibility of professional advancement, in addition to ensuring adaptations necessary to enable the work of these people in different environments.

Despite the existence of initiatives and even laws and official documents that guide the insertion of people with intellectual disabilities in the labor market, research shows the difficulty that this population faces in their professional practice. The first of them lies in the fact that the hiring occurs only because of the obligation and not because of the recognition of the professional skills of the people hired (Masson, 2009; Tanaka & Manzini, 2005; Toldrá, De Marque, & Brunello, 2010).

In addition, the professional training carried out in specialized institutions and in sheltered workshops through agreements can hinder this process. In this case, as the final product of the work of people with intellectual disabilities is marketed by the institutions, a conflict of interest may arise, and the already trained worker may not be forwarded for hiring by a company (Meletti, 1997). Other aspects that culminate in the difficulty of participation of people with intellectual disabilities at work are related to the training and lack of professional preparation of workers with intellectual disabilities, as well as to the stigma and prejudices on the part of society and employers. These situations can have disadvantages for these people. The available opportunities are, in general, operational vacancies, with low remuneration and with little prospect of promotion, although the worker remains in the same function for a long time and has mastered the work performed (Godim, 2017; Rodrigues, 2010; Rosa & Denari, 2013).

However, when these people are able to act professionally, the effects are positive in attitudes, in the ways of interacting and in the way they are seen by others. Mourão, Sampaio and Duarte (2012) showed that the work causes the disabled person and his/her family to present attitudinal changes, because when the first is no longer seen as incapable, the second starts to value the family member included in the labor market. Other changes were also observed, such as increased self-esteem of people with disabilities, greater participation in the family, achievement of autonomy and independence. In the social perspective, Lima et al. (2013) point out that for people with disabilities, participating in the labor market represents a way to achieve social acceptance. This public leaves the condition of social isolation or little participation to create their own bonds in different environments. Professional performance is an inherent right of any human being and allows for his/her autonomy, in addition to being necessary to guarantee his/her survival. A set of changes is necessary with regard to training for the labor market, which usually occurs in specialized institutions, in addition to the transformation of the employers' conception of the worker with disabilities.

2 METHODOLOGY

It is a quantitative and qualitative study that considers categorical data and analyzes the possible relationships between the data, the current legislation and the specialized literature (Gatti, 2004). Data from the 2010 Population Census, published by the Brazilian Institute of Geography and Statistics (IBGE, 2010), which presents information on people with disabilities in the country according to age group, occupation, region, income and education, were analyzed. The analysis also relied on the official data of the Basic Education Census of 2014 and 2018, released by the National Institute for Educational Studies and Research Anísio Teixeira (INEP, 2014, 2015, 2016, 2017, 2018). The study design considered two groups for comparison purposes: the universe of students with special educational needs and the subgroup of people with intellectual disabilities. Among the existing variables, the modality and teaching stage were selected for the present study. The IBM SPSS Statistics software was used to obtain and process data. The analyzes used the Triangulation of Methods technique (Minayo, 2010), which allows integrating information from different sources used.

3 RESULTS AND DISCUSSION

In Brazil, according to data from IBGE (2010), 23.9% of the population claims to have some type of disability, and only 1.4% of the population declares themselves to be a person with intellectual disability. The majority (53.84%) are between 15 and 64 years old. When considering the age group, we can infer that this population could be in school or in the labor market, as is regularly the case with the general population.

In relation to education, according to IBGE data from 2010, 92.13% of people over 5 years old are literate. In the group of people with disabilities, this percentage drops to 68.60%. Specifically in the case of people with intellectual disabilities, only 52.88% are literate, which represents the lowest rate among people with disabilities. The literacy rate of this population can be explained by the school's difficulties in adapting the contents and evaluations and by the validity of the socialization discourse by teachers and managers (Bins, 2013). In practice,

this conception can accentuate the learning and development difficulties during the schooling process of people with intellectual disabilities, as the school stops investing in pedagogical work.

According to INEP data, from 2014 to 2018, general enrollments in Basic Education decreased by 2.64%, however, when analyzing the total enrollment of students with disabilities, this percentage increased by 33.20%. In the case of students with intellectual disabilities, the increase represented 31.02%. Although there is a decrease in the number of general enrollments, the participation of students with disabilities has increased in Basic Education. However, even with the increase in the number of enrollments, target students of Special Education represented, in 2018, only 2.44% of the general enrollments. With regard to the number of enrollments of students with intellectual disabilities, in 2018, this group represented 67.87% of enrollments of students with disabilities; thus, more than half of the target population of Special Education is declared in the category of Intellectual Disabilities.

The number of students with intellectual disabilities reflects a tendency present in enrollment data for more than a decade: the majority of target students of Special Education are people with intellectual disabilities (Laplaine, Coca, & Frederico, 2017). Technical Note no. 4, of 2014, which frees schools from presenting supporting evidence to include students in the framework of the target population of Special Education, may have contributed to maintaining this tendency. It is possible that students declared to be people with intellectual disabilities are not actually and that schools register in this way to be able to offer specialized care (Nogueira & Varani, 2016).

When considering the teaching stage (Early Childhood Education, Elementary Education: initial and final grades, High School, Youth and Adult Education and Professional Education), general enrollments in Elementary Education and High School showed a decrease at a national level between 2 and 7%. Early Childhood Education and Youth and Adult Education showed an increase in enrollments. The last stage (Youth and Adult Education) increased by 55.14%. With regard to the target students of Special Education, all stages varied positively. High School and Professional Education draw attention: 101.35% and 71.31%, respectively. Specifically in the case of intellectual disabilities, the variation is even greater: 166.05% and 352.08%, although the absolute numbers are still modest.

Regarding the teaching modality (Regular Education, Youth and Adult Education, Special Education and Vocational Education), the enrollment of students with disabilities showed an increase in regular education (18.98%) and in Youth and Adult Education (153.77%). In the exclusive Special Education modality, there was a decrease of 11.4%. The enrollment of students with intellectual disabilities, from 2014 to 2018, as well as the enrollment of students with special educational needs also increased in regular education (67%), in Youth and Adult Education (228.30%) and in Vocational Education (65%).

In relation to the increase in the number of enrollments in Youth Education, the public with intellectual disabilities remains in the same teaching stage for a long time, without advances and, after reaching the age foreseen in the legislation, they enter Youth and Adult Education (Bins, 2013; Freitas, 2014), which may explain the significant increase in this stage and teaching modality, despite the fact that the National Policy for Special Education from

the Perspective of Inclusive Education (2008) determines that the work developed foresees opportunities for schooling and training for work. The school, for young people and adults with intellectual disabilities, however, can play a central role in the lives of these people, insofar as it becomes effective as a space for development and social participation (Carvalho, 2006). From the point of view of family members, Youth and Adult Education presents itself as a social space to be attended by adults with disabilities who are not included in other contexts. The students, who most of the time have an unsuccessful school trajectory, express the desire to become literate in order to be able to work (Carvalho, 2006; Freitas, 2014).

With regard to the increase in the number of enrollments in High School and in Vocational Education, two factors can contribute to this scenario: the way in which the Census started to account for these numbers and the policy of vacancies reservation. Regarding the first aspect, as of 2015, the Census started to consider 16 variables. Until 2014, only two were considered. This means that the same enrollment may appear more than once, for example: if the student is attending Integrated High School, enrollment will appear in both High School and Vocational Education. Considering the second reason, students with disabilities can apply for High School vacancies at Federal Institutes, since there is a reserve of vacancies (Law no. 13,409, of December 28, 2016). Affirmative actions are thus presented as a policy capable of positively impacting enrollment in these stages.

With regard to the level of education of people with disabilities with 15 years or more, data from IBGE (2010) show that 61.10% of these people do not have education or complete elementary education against 38.20% of the population without disabilities, which represents a difference of 22.9%. Only 6.70% of the population with disabilities reaches the level of Higher Education. Low schooling can be considered as a harbinger of difficulties in entering the labor market: only 16.08% of people with intellectual disabilities were employed during the collection of data from the Demographic Census (IBGE, 2010). Workers with intellectual disabilities encounter additional problems in the workplace: there are vacancies that require as a prerequisite a level of education or qualification that does not correspond to the reality of most professionals with disabilities (Godim, 2017; Rodrigues, 2010). Another point is the preference of companies to hire professionals with disabilities who adapt easily to the environment and not the other way around, although the current legislation provides for the offer of support and adaptation of the work space (National Policy for the Integration of People with Disabilities, 1999; Convention on the Rights of Persons with Disabilities, 2007; Brazilian Inclusion Law, 2015). People with intellectual disabilities often have difficulties in adaptive processes in the conceptual, social and practical spheres (American Psychiatric Association [APA], 2013). Although the Quota Law stipulates hiring, it does not specify the type of disability and which vacancies should be made available, which opens a gap for the company to decide these issues according to its convenience.

Low employability, in turn, explains belonging to the group of people with lower income. The data available at IBGE on nominal income indicate that, in the majority, the group of people with disabilities receives between 1 and 2 minimum wages. In the case of people with intellectual disabilities, the majority have an income of up to 1 minimum wage, almost always resulting from the *Benefício de Prestação Continuada* (Benefit of Continuous Provision), in the amount of a minimum wage paid to people with disabilities and the elderly

whose monthly family income is of up to $\frac{1}{4}$ salary minimum per person. Research shows that many adults with intellectual disabilities have the desire to work formally in the labor market, but families are afraid of losing the benefit, which leads to the abandonment of the search for vacancies (Bins, 2013). In Brazil, the nominal income of most people with disabilities does not exceed more than five minimum wages. According to Godim (2017), this population is marginalized twice: due to the condition of disability and due to the social class in which this population remains. Thus, the correlation between disability and poverty is established.

At school, in the labor market or in other spaces of social participation, people with intellectual disabilities are still seen as incapable (Bins, 2013; Carvalho, 2006). The limited possibilities of training, professional performance, decision-making, among others, reinforce the historically constructed stigma.

4 FINAL CONSIDERATIONS

Since the 1990s, civil society and public authorities have given greater attention to public inclusion policies, which focus on expanding the conditions of social participation of people with disabilities through different types of actions, including affirmative action policies. The impact of this can be seen as some spaces, such as the school and the labor market, open up for this population.

With regard to education, several documents, in the last decades, have pointed to a change of conception about the possibility of development of the person with intellectual disability and have recognized the need for support for this population. Product of national and international discussions and consensus, documents and specific legislation culminated in actions that contributed to expanding school participation. Specialized Educational Service is an example of this. Before, the work was done, mostly, in affiliated institutions, today it occurs preferably in the regular school system. The data show a change in the participation of these people in the stages and in the teaching modalities: they attend Basic Education, enter High School and Vocational Education. However, the higher the level of education, the lower the representativeness of the person with intellectual disabilities when compared to the population with other disabilities. In Higher Education, in 2018, students with intellectual disabilities accounted for just over 5% of the enrollments in Special Education target audience and 0.03% if general enrollments are considered.

The educational trajectory also has consequences in the work context. The legislation affirms work as an opportunity for economic participation, but the population with intellectual disabilities is the one that faces the greatest difficulties of insertion into the labor market due to the low level of education and the low willingness of employers to open adequate spaces for their participation. There is also the idea that the person with intellectual disability is the one who must adapt to the environment and not the other way round. In this scenario, workers with intellectual disabilities are the least likely to have professional development.

The scarce participation in the labor market directly impacts the income of this public. Most have a minimum wage income from the Benefit of Continuous Provision. The scarce purchasing power, in turn, prevents social mobility, keeps the individual and his/her family in a situation of poverty and, therefore, restricts access to cultural and leisure activities.

Inclusive policies and affirmative actions implemented in the recent past have contributed to increasing the possibilities for people with disabilities to participate, even if still in a timid and undoubtedly insufficient way. Currently, with the economic and political crisis, inclusive practices are cut and some are extinct. The revocation of the National Social Participation Policy (2019), which affected the National Council for the Rights of Persons with Disabilities, exemplifies this situation. This conduct by the State further limits the conditions for the participation of people with intellectual disabilities and dilutes the already meager advances.

The conclusion of the study points to the need to consider this state of affairs in order to expand and formulate new policies for the social participation of people with intellectual disabilities. This, however, will only be possible with the cessation of policies of deconstruction of rights that plague the country and with their reversal.

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Received on: 18/10/2019

Reformulated on: 31/03/2020

Approved on: 01/04/2020