

109 - DISABLED PERSON X JOB MARKET IN PHYSICAL EDUCATION

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INTRODUCTION

There is a great expectation of every student after his academic training. A new phase begins where the theory needs to become practical. Entering the job market becomes a personal and social challenge. In the personal context, the individual must take responsibility for the new role of professional in a specific area. Now we need focus, for everything that has been learned and put into practice. Lack of experience is something that afflicts, yet it is one of the unavoidable variables of this process. The challenge in the social context is even greater. We are part of a capitalist society that values mass productivity, aiming for quick results and profits. For this reason the newly trained professional is not always the type of workforce desired, as it usually requires training time, adaptation and some companies are not willing to wait. So far, we have spoken succinctly about a process passed by graduates of the higher level. However, in the work that we are about to start, we intend to investigate this process under the bias of a person with a disability - PcD. For special reasons, we will focus on the area of Physical Education - EF.

Our concerns lead us to some questions: - Are the People with Disabilities treated without prejudice today? Are these people actually included effectively in our society? The present instrument suggests an analysis on the insertion of the PC in the labor market of EF, after his academic formation, seeking to know what reality he finds.

Although we coexist with a politically correct discourse from campaigns, actions and social movements - that cause sensibility and collective commotion, it is perceived that prejudice is still rooted in society against the PCD, which lives personal, family dramas, as well as the natural difficulties that life imposes upon him. Play, communicate, act, move, perform tasks of daily living. There are many obstacles that end up worsening with overzealousness, often of those who do not understand that they need to overcome barriers or prejudice with the unknown. It is quite true that it is possible to observe many significant changes and the emergence of a new look at the question. The perception of their needs, as individuals and citizens, aware of their rights, their possibilities of participation in society, and even of the capacity to overcome the difficulties and obstacles they have.

Cunha (2017), reporting on the History of Special Education, reports that for hundreds of years the DCs were deprecated as aberrations, receiving these and many other pejorative forms of treatment (and currently disused) such as "mongoloid", "regressive of evolution", "unfinished children", "crippled", "demon possessed", "genetic defect", "inferior", "exceptional" and/or "deficient"; "Disabled". For these reasons they were held in isolated places, suffering torture, sterilization, fire deaths or even being thrown on cliffs. Many other barbarities were made in the light of ignorance, the lack of respect and understanding about an individual different from the others. With the evolution of the scientific knowledge and deepening on the subject, such aggressions, by way of rules, were left behind.

The initial perception about PCD was directly linked to questions about cognitive ability, productivity, and even aesthetic issues - which caused strangeness and brought it to the fore. Although the denomination has taken a milder tone, most of these individuals remain on the margins of society, being labeled as dependent; unable to decide their lives, have opinions, feelings, etc. Nowadays, after many other terminologies, it has been adopted as a Person with Disabilities - PCD that has some type of dysfunction and / or disability, as it is a more adequate expression, mitigating the stigma of prejudice.

According to the 2010 Census, there are at least 45 million Brazilians who have some kind of disability. In this way we suggest to investigate if the social, inclusive and affective advances in the treatment with the DPC, effectively contribute to its development, allowing them a useful, dignified and full life. It should be noted that among the advances that we can cite in order to alleviate this historical neglect, we have some occurred in the last decades as the emergence of legislation and devices, which allow for greater social inclusion, care, education and labor market possibilities.

The "International Year of People with Disabilities" was one of those milestones developed at the United Nations in 1981. It aimed to stimulate equality and the possibility of creating action plans for people with disabilities. The focus would be on the prevention, treatment and rehabilitation of PKDs, as well as full participation in society. A new path began to emerge: the understanding that these people and their families - who suffer collateral damage, be respected and receive decent attention - were becoming more consistent and more visible. With the Federal Constitution of 1988, began to address aspects essential to the DCP, such as: prohibition of wage discrimination or admission criteria; the definition of percentages of positions and public jobs; guaranteeing a minimum wage to those who do not have the means to provide for their own maintenance; the creation of specialized prevention and treatment programs, among others. Shortly thereafter, Law No. 8.112/1990 determined that up to twenty percent of the vacancies in public tenders should be aimed at persons with disabilities. Law nº 8.213/ 1991, the Quotas Law, determined that private companies should allocate 2 to 5% of their staff to the DPC. The big problem in this case is that only companies with 100 employees or more would begin to catch up progressively. According to Art. 4, of Decree 3,298/1999, the categories of PQD frameworks are: physical disability; Visual impairment; hearing deficiency; mental deficiency (a term replaced by Intellectual) and multiple disabilities.

Motivated us on this journey, the experiences acquired throughout our training, and our personal experiences, where we had the opportunity to socialize and interact with a PCD. His examples of surpassing and willpower continue to motivate us and to all who have had the grateful satisfaction of their conviviality. In our work, we will report on the reality encountered by valued professionals and educators in the area of Physical Education, during their personal and professional experiences, during job interviews, internships, and their perspectives and aspirations regarding the job market.

We hope that the result will guide new possibilities for reflection and analysis on the subject. We are sure that it will not be exhausted, but that it could be a reference to those interested in extinguishing social, professional and educational barriers for the whole society and, in particular, this worthy and select Group.

THEORETICAL REFERENCE

When faced with a DPC not only aesthetic issues are observed - if the deficiency is perceptible to the eyes, they cause an immediate estrangement, putting them in evidence. At once, as is very common in our society, we "evaluate" cognitive ability,

its possible productivity, if there are compromises, among other characteristics. Based on theorists such as Cunha (2017), Fonseca (1991) and Tezza (2010), it was observed that, gradually, the population became aware of this part of society and some actions were softening and taking the form of a less impactful treatment. Currently, we deal with a Person with Disabilities who has some kind of dysfunction and / or disability - because it is a more adequate expression. An expression was sought that would characterize their need in a more dignified and respectful way, without being something pejorative and softening the stigma of prejudice.

Depending on your disability the Activities of Daily Living - AVIs can be major obstacles. Communicating, doing your personal hygiene, playing games can be difficult tasks at a given time, but not insurmountable. And they can aggravate if the excess of zeal does not allow them to develop the ability to overcome them. It is worth mentioning that, usually, the PCD presents a greater level of difficulty, for specific tasks and even basic ones, according to the specificity of its clinical picture. This does not mean that it is impossible to execute them. Thus, encouragement and support are essential within the family. The family that receives a PCD as one of its members, lives a process of constant exchange and learning. Since everything is new, there are mishaps in the process and they can interfere positively or negatively in that person's life. Concealed or demeaned prejudice still exists, and without many perceiving, harassing, harassing, and mistreating both PCD and his family. The same suffers trying to give it adequate quality of life and enable inclusion in everyday activities. In this context, the family is fundamental in this development. After all they are the first people who have contact in life, who are an example and deepen all relationships.

For a professional to reach the job market, he needs to qualify, including this is one of the criticisms that companies make about the quota law. Employers and those responsible for the recruitment and selection of large companies say that there are no professionals with disabilities, properly trained to fill the vacancies available. In universities, the number of DCs attending regular classes is still very small; those who manage to complete the whole course smaller still. The process to establish the quota system in our country's universities and federal institutes has been progressive. In 2000, the State University of Rio de Janeiro - UERJ pioneered the creation of a quota system for undergraduate courses through a state law that established 50% of its vacancies for students coming from the public school system. Then, other universities created quota systems, not only for graduates from public schools, but also for blacks, Indians and pardos (a system of racial quotas at the University of Brasília in 2004). Approximately five years after this implementation, the DCPs were also included in the quota system, already well disseminated in universities throughout the country. From this context, the access of the PCD to the public university was indeed facilitated, however this is only the first stage of many that will face for the Conclusion of the Course. When the PCD arrives at the university it faces a reality very different from its domestic context, with an organized structure adapted to its routine, in a comfortable and functional way. In public universities, most of the courses are in buildings with old architecture, not privileging the accessibility to DC in their place of study. After the first encounter with this reality, it is now the turn of the masters, who, for the most part, did not receive adequate knowledge in their formation to deal with this group. How can we teach, without reaching the receiver of the basic and elementary way, which is eminently given through language? This issue is the basis of the problem of the inclusion process.

The person with disabilities must coexist in an integrated way with the others. It is neither right nor healthy for students to live in the classroom in a segregating way. It is hoped that everyone can freely access the same resources with adaptations or not, according to the need of each member. For Werneck (2003) "an inclusive society is capable of always contemplating all human conditions, finding the means for each citizen, from the most privileged to the most committed, to exercise the right to contribute his best talent to the very common".

We can also find private teaching institutions, which have several undergraduate courses and offer the necessary professional training to enter the labor market. Unlike public universities, they do not work with the quota system. Anyone who has a high school degree competes under equal conditions to study the proposed content. They, by virtue of the law, can not refuse to attend a subject because of their race, religion, disability or any other characteristic that is outside the normal standard. They also find it difficult to properly train and qualify their teachers to receive the DCs. In contrast, most have infrastructure, support staff and didactic tools. In the University Center Augusto Motta - UNISUAM, in particular, we have at the Psychopedagogical Attendance Center - NAPp, with individualized attention to each of the students with Disabilities and or Global Developmental Disorders.

We can cite as a historical milestone that radically changed the perspective on the PCD, the "International Year of People with Disabilities", in 1981, under the motto "Equality and Full Participation", based on Resolution 31.123/1976, proclaimed by General Assembly of the United Nations. It presented objectives, targets and priorities in order to promote equality, social inclusion, promotion of care, prevention, rehabilitation and appropriate treatment, as well as stimulate studies and research aimed at people with disabilities. Their full participation in society was treated as a priority and starting point for several future actions and projects: "to provide the maximum integration and active participation of disabled people in all aspects of economic, political and social life in their community, deserving opportunities work, communication and access facilities".

From there, the perception that these individuals were not few and lived on the margins of society, needing support for their development, subsistence and integration to citizenship, emerges significantly. Demands that also affect their families - who suffer from the frustrations, prejudices and difficulties encountered; often even financial, because they need to leave their jobs to assist them or even give them up. Finally, that the PCD needs to be respected and receive decent attention, like any other citizen. In 1988, our Federal Constitution sought to alleviate social distortions and create initiatives that could intensify citizenship actions regarding the disabled person. In order to regulate these improvements, Law nº 8.112 /1990 was approved, which granted the right to the PCD to register in public competitions, where its attributions are compatible with its deficiency. In the same way, it reserved up to 20% of the vacancies provided in the same, to PCD. The Quota Law, as Law No. 8.213/1991 became known, represents a great contribution to the possibility that DPP can be effectively included in the staff of several companies. It provides in its article 93 that a company with 100 or more employees will be required to fill 2% of its workforce (up to 5%, progressively in relation to its number of employees), its positions with rehabilitated beneficiaries or DCP, who are eligible. What is happening today in the labor market is that many companies have been faced with the issue of the insertion of select group of people with disabilities without any preparation. Silva (1993) points out that there is a lack of preparedness of the industrial world to absorb the DCP due to the lack of adaptations in the workstations. Batista (2004) points out that companies need to adapt to their differentiated needs. According to Tanaka and Manzini (2004, p. 292), "the difficulty of the participation of the PCP in the work does not result from the lack of laws and supervision, but from the lack of actions and resources that enable the realization of what is advocated within the legal provisions".

In pursuit of these aspirations, the Declaration of Salamanca appears in 1994, bringing a closer look at education, encouraging in the governments of the countries linked to the UN, the expansion of political and economic measures to help DCP, the world outside: "establishing planning mechanisms , educational supervision and evaluation for children and adults with special educational needs, "as well as" encouraging and facilitating the participation of parents, communities and DPO organizations in planning and making decisions on services in the area of special educational needs. "

According to Brazilian Law No. 13.146/2015, deficiencies are characterized.

Art. 2 - A person with a disability is considered to be a person with a long-term physical, mental, intellectual or sensorial disability, which, in interaction with one or more barriers, may obstruct their full and effective participation in society on equal terms with other people. (emphasis added)

Although this Law highlights the "mental", this term is no longer used, being replaced by intellectual. We will still use Decree No. 3.298 / 1999, which instituted the National Policy for the Integration of the "Carrying Person" of Disability (expression in disuse). In its article 4, it also considers the classification of "Multiple disability - association of two or more deficiencies". Thus, the aforementioned decree attempted to alleviate existing distortions and to compensate for the limitations in integrating and assisting adequately in the health and rehabilitation aspects of PdC, ensuring basic rights such as education in public and private networks, increasing the possibilities of independence and social inclusion.

METHODOLOGY OF STUDY

The research of this study was applied in PcDs, graduated in undergraduate and/or baccalaureate degrees in physical education and, although we have searched in other corners of the country, all the interviewees are professionally placed in the city of Rio de Janeiro. The sample consisted of eleven professionals, with the aim of providing a significant representation and endorsing our research on the subject at hand. The interviewees were surveyed through social media, a list of approved in the last magisterial competitions to the city of Rio de Janeiro and indications of other professionals of the EF area. A questionnaire composed of eighteen questions was used as a data collection instrument, as well as other data considered important, such as gender, age, place of study, year, training and whether or not she had already completed a course after her academic training. The initial questions were based on questions concerning: current occupation, the specificity of the disability, the experience during the academic formation, the personal questions during the formation and in the work environment, the reality found after academic formation. Then we complete the questions with aspects of adaptation needs, family issues, respect and citizenship, relationship with clients / students and, finally, we suggest suggestions for improvements to academic training, current legislation and working conditions. It should be noted that the questionnaires were applied by EF teachers, so that any doubts about content were clarified and clarified in order to stimulate spontaneity and give answers fluidity. We were concerned to leave each questionnaire anonymous, so that the professionals were not exposed and only made the qualitative bias of the answers.

DATA ANALYSIS

The average age of the interviewees is approximately 40 years, varying between 27 and 54 years, with only one being female. In almost the same proportion, we have the origin provision of higher education institutions, with the great majority having attended private institutions (9) and only 2, in public institutions. When we evaluate the current occupations, there is a great balance between teaching and acting in training, with two graduates working in both areas. Regarding the issue of continuity of studies, we noticed that most of them specialized (7), 2 completed the master's degree and one, the doctorate. In the search for PcDs, with the specificity of being trained in PE, it did not address a specific type of disability, because it is a relatively small group. Nevertheless, there was a significant incidence of individuals with hearing loss (5) - being partial or sensorineural hearing loss, and visual (3) - partial or monocular vision deficiency. This group was supplemented by an individual with cerebral palsy, one with paraplegia and one with upper limb amputation. One of the interviewees, in addition to hearing impairment, has dyslexia. When evaluating aspects related to the experience and if the disability created difficulties during the academic formation, the positions were very varied. They were cited as unfavorable or complicating factors: the great need for overcoming, the lack of accessibility, the lack of auditory equipment, the existence of barriers and precocities, the lack of adequate qualification of teachers and staff to attend to PdC, the difficulty to assimilate the contents given for not listening to the teachers, the difficulty to perform specific activities for the vision impairment, and the need to have to work and study. However, there were reports that were considered positive - that the experience was "the best possible" (2) or that "it was very quiet because I developed my adaptation".

With regard to the feeling about the future after graduating, we can say that the graduates were divided into two groups: those who were afraid and worried (2) - in relation to the prejudice they have experienced throughout life and those who were optimistic (9) - because it was "an accomplished dream", "overcoming many difficulties", "wanted to work and train PcD", "open their own academy" and "excited, wanting to work soon." As for having sought to immediately enter the labor market in the EF area, the response was almost unanimous, with 10 respondents responding positively. They had the ease of having done good internships, where they were able to show their ability and open doors. They went to work in gyms, adapted sport training and fights instructor. One of the interviewees opened his own academy and another, had to paste degree in an extraordinary way, to take possession in the magisterial contest of the city hall of Rio de Janeiro. Only one of the interviewees remained in the position of deaf-athlete, even though he received offers of work. When the reality of finding a space in the labor market was questioned, there was a great recurrence of "a lot of difficulty", in response (8) - for several reasons: "being judged by appearance", "shortage of offers in the area" "the perception that we apply very little of what we have learned," "even to achieve the stage, being judged incapable of using crutches," "the market is very competitive," "working with water activities having restrictions". Those who diverged from this response found placement ease, and therefore presented during the stage. Then we came to a very delicate questioning. We asked the interviewees - if they felt any difficulty or different treatment for being a PCP. Half of those interviewed said yes (5), with varying motives: "you are incapable," "the disabled act like a poor little thing," "prejudice exists to this day," "was treated as someone different"; it is noteworthy that, although 3 respondents responded negatively, they believe that they have not been discriminated against because their disability is not "so apparent" or easily identified (2); and another "who did not feel discriminated, but lived with prejudice." Those who answered did not (3), disregard the ones already mentioned above (by the particularity of the answer), they said to have been "very well received", "none - I expose my deafness naturally" or "it was natural."

When asked if they expected to find difficulty working in the EF area, the vast majority (8) answered yes. Among the reasons were: "there is no adequate infrastructure for the DCP", "it was a challenge to be overcome", "I already experienced difficulties in the environment in which I worked", "I expected great barriers", "lack opportunities for DCP" (2), "like any professional: low salaries, lack of structure and socio-affective lack of public school students", "but it did not happen". The others replied that no - "my disability was not so intense", "because my disability is not very apparent and is 'disguised'" or simply did not define the reason. He wondered how his relationship with his co-workers was, and all the interviewees were unanimous in stating that he was "the best possible," emphasizing that "he was treated like any individual," "I am respected for his ability and dedication to work" And "I am inserted in a team of extreme technical, pedagogical and professional capacity. "Practically all respondents (9) stated that there was no need for functional or structural adaptation in the workplace. Those who differed informed that there would be a need for architectural adaptations (bathrooms, doors and ramps) or functional - for the specificity of the professional's disability (amputation). Likewise, almost unanimously (9), professionals affirmed that they had family support to study and /

/ or work. The justifications were very close: "the family was fundamental in overcoming the difficulties". Those who declined (2) argued that "the family did not believe I had the capacity to be a teacher" and "there was no need, because I was born with disability and developed my independence alone."

Asked about what they expected from work and if they saw the prospects of functional ascension responded in a very varied way: "I expect respect and autonomy to carry out my work", "a living wage; I have already had a functional rise in the Olympic Village where I work", "the valorization of the professional with decent wages"(3), "my work is a professional and personal achievement; I hope to be able to do the master's and doctorate soon", "I'm done in EF; maybe try another area (right) in future contests "and" greater awareness of professionals. " Everyone was unanimous in affirming that they feel respected for their ability to work and as a citizen: "I am recognized and respected for my ability to work and dedicate" (5), "I assert all my rights as a citizen" (2), "I am a doctor, I do lectures even abroad", "I was one of the precursors and creators of the creation of the Masters of Rehabilitation Sciences of UNISUAM." When asked if they had any difficulties in their relationship with their students / clients, the majority said yes (7), but for very different reasons: "due to the difficulty of communication", "because of my difficulty in speaking", "I had to explain details of my disability, but was promptly resolved "(2)," in relation to divergence of ideas and opinions "(2). Those who responded negatively claimed that "neither with the students nor with their guardians" (3) or did not justify.

At the conclusion of the interview, we came to the questions about suggestions for improvements. We asked about the academic formation and answered: "the installation of sound system and microphones in the rooms and courts" (3), "greater dissemination, deepening and practical internship time with Pcd" (2), "companies and competitions should give opportunity", "valuing the importance of inclusive disciplines, adapted sport and pounds, with a timetable of effective practice "(3)," to stimulate self-knowledge and involvement of the future educator in teaching", "greater specialization of professionals who want to work with PCDs "and" the training of physiotherapists, occupational therapists and nutritionists to work in multidisciplinary teams for PCD. " The next question about suggestion for improvement was in relation to the current legislation. All the interviewees affirmed that the Brazilian legislation in attention to the Dcd is excellent, however an effective inspection is lacking that makes it effectively fulfilled. Still, they suggested in a complementary way: "the understanding that special pension is an essential need for PCD", "the facilitation of the acquisition of orthoses, wheelchairs, equipment and means of transportation", "greater attention to teacher training and professionals working with Pcd. " Finally, a suggestion was made for improvement in working conditions and they were positioned as follows: "the need for rooms and blocks with a sound system and microphones" (2), "greater attention by the government to the transfer of resources to the Olympic Villages - that they do an excellent job with the DCPs ", "greater solidarity among co-workers ", "valuing professionals with improved working conditions and living wages "(3)," to stimulate the exchange of experiences, experiences and possibilities of change in the treatment of Pcd ", " respect for others", " greater government investment in education "and" the generation of new opportunities and possibilities in the promotion and access conditions of Pcd ".

FINAL CONSIDERATIONS

During the development of our research, it was possible to verify that, even with all the evolution of society over the years, in relation to the treatment and relationship with DCP, especially in our country, which has one of the "best support and support for people with disabilities" - as mentioned by one of the interviewees, there is still a lot to look for and evolve in favor of PCD. Either as an adequate inspection of the aforementioned laws, in order for them to be effectively fulfilled or in the broader sense of "humanizing" the people around them, giving them due respect and attention. The person with a disability needs adequate structure and support for their full physical, personal, emotional and affective development. And in that sense there is still a long way to go. He sought to see the reality found, from the perspective of a DCP, to enter the labor market of physical education, after his academic training. To investigate the life experiences, the adaptation and overcoming of their deficiency, support and incentive in the familiar relationship, the experiences and practices in the academic formation, lived or perceived some kind of differentiated treatment or prejudice, the relationship in the work and the graduation, longings the future of the profession, its relationship with students and clients, and its possible suggestions for improvement in academic training, legislation and working conditions.

It has been an enriching experience to have closer contact with professionals of high competence, commitment, ability to overcome and immense dedication to everything they do. As several have quoted, this approximation of reality with the DCP is something that we lack much during the academic formation. Among the proposals it was noticed the importance of a broader and significant content, both for the Inclusive EF course as it was mentioned, as well as the Adapted Sport that unfortunately does not even appear in our grade. Both the workload and the question of practices and who knows the internship, were cited as being of great importance for the formation of the professional of FF, as well as of graduations that surround it such as nutrition, occupational therapy and physiotherapy, with the purpose of training an extensive multidisciplinary team in the treatment of Pcd. Another bias mentioned was regarding the working conditions and the need to dignify the profession, providing a decent salary and support material appropriate to the classes, both in the classroom and in the courts. It was quoted in particular, the sound equipment and microphones. All the professionals cited our legislation as very satisfactory, lacking greater disclosure to everyone and who else needs to know, as well as an effective and adequate supervision of the competent institutions. They pointed out that the Quota Law itself can be improved, since it determines percentage for companies from a minimum number of employees (100), which exempts many schools and academies, for example, to hire DCP. Another important issue is that the law determines a percentage - from 2 to 5%, however does not stipulate in any way that it is for a certain position or occupation. Soon the company hires where it converts or cancels its payroll. A very significant and emphasized by the great majority of respondents was the need to be competent and dedicated in their activities, as well as to seek further deepening, qualification and constant improvement. The vast majority of the interviewees already have a specialization and are a professor of public education. Those that are not yet, are focused on achieving these goals. It is noteworthy that, regardless of any difficulty, even researching in a small universe (11 professionals), two have a master's degree, one of them being a doctor. It was noted a speech aligned with the great majority of the interviewees, the importance of the best qualification of teaching professionals and support team for adequate and quality care to all students, and especially those who fall under the category of PCD. The difficulty of relating to a disabled person - not knowing how to approach, welcome, or address becomes an obstacle. For the interviewees, this stems from the lack of knowledge and lack of preparation regarding the needs of this group. And it is even suggested to encourage the hiring of the DCP, as employees, in order to work better this interaction. Because they were open-ended questions, there was no consensus regarding a possible differentiated look or different treatment because it was a PCD. But when analyzing the answers in depth, it is perceived that the great majority lived with the stigma of prejudice. Those who claimed not to have suffered, narrated having witnessed the problem or that - "no, because my disability is not very apparent." This statement clearly shows that society naturally treats those considered "normal", while an individual does not present clear and evident traces of a special need. If it presents different physical and / or attitudinal aspects, from the estrangement caused, it is labeled as abnormal - out of the

"normal". It is no wonder that prejudice is so deeply rooted in our day. As the very origin of the word, having a "preconception" about a certain subject that has not been investigated, which is unknown, creating opinions based on unfounded achismos, lead us to such recurrent situation.

Based on the opinions gathered and data analysis it is understood that, despite the varied efforts of a significant part of the society to include the DCs in the labor market, in particular EF - which is the focus of this study, the path for insertion still is full of barriers to society's acceptance. One can still perceive a regrettably prejudiced and non-inclusive society, particularly in the area of PE. It was even found, with the refusal of some professionals who stopped participating in the research, because they did not feel at ease, given the reality that they live - of being labeled incapable or disqualified to be a professional in PE, since they have an apparent physical impairment. The opinion of the clients ends up being reflected in the management of academies and schools, that often declines to hire the PCD. It is necessary that the person with the disability be able to overcome physical, socio-cultural and attitudinal barriers in order to be able to enter such a demanding and selective labor market. As mentioned above, the Quota Law is fundamental to guarantee the access of the DCP to the EF labor market, but does not really guarantee its real inclusion, as already explained. It should be noted that the present work does not have the slightest intention of exhausting research on the subject. On the contrary, it fosters the need for a broader debate in the scientific environment, by the academic student body, by the scholars, by our society and, with the effective participation of the Pcd - who live this reality on a day-to-day basis. We could not mention the self-denial, dedication, willpower and surpassing of the professionals interviewed, who subjugated throughout the trajectories, the various difficulties that the disability imputed, but that at no moment were they slowed down in the quest to achieve the dream of forming in PE. And demonstrate to everyone that they are extremely capable. These are the real heroes in our society and not the ones constantly cherished in Big Brother programs. It is believed that for the insertion of the PCD, in this labor market so demanding that is the one of the EF, becomes a reality it is imperative that the society changes its convictions and positions, granting them the opportunities to present their capacity of work, with their rights and duties as any citizen. Parallel to this, that they continue to seek greater qualification, knowledge and functional autonomy, so that the existing prejudices are totally banished from the bosom of our society.

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DISABLED PERSON X JOB MARKET IN PHYSICAL EDUCATION

Objective: To investigate the reality found in the insertion of the Person with Disabilities in the job market of Physical Education, after the academic formation. Methodology: The interviewees were surveyed through social media, a list of approved in the last magisterial competitions to the city hall and indications of other professionals in the area. As a data collection instrument, a questionnaire was composed of eighteen questions, applied to eleven professionals, who signed the TCLE. Results: Regarding the feeling about the future, after graduating, it can be said that the graduates were divided into two groups: two were worried and worried about the prejudice they had experienced throughout their lives and nine that were optimistic because they saw it as "an accomplished dream", "overcoming many difficulties. Final Considerations: We sought to analyze the reality of a DCP, seeking insertion in the job market, after its academic formation. Life experiences, adaptation and overcoming of disability, support and encouragement in the family relationship, experiences and practices in academic formation, differential treatment or prejudice, work and graduation relationships, future career prospects, relationships with students and clients and their possible suggestions for improvement in academic training, legislation and working conditions. It is hoped that the theme will stimulate a more critical and participatory society to the needs of the DCP, in the area, fomenting positive changes in society and the academic environment.

Keywords: Person with Disabilities; Physical Education; Job market.

PERSONNE HANDICAPÉE X MARCHÉ DU TRAVAIL EN ÉDUCATION PHYSIQUE

Objectif: étudier la réalité de l'insertion de la personne handicapée sur le marché du travail de l'éducation physique, après la formation académique. Méthodologie: Les personnes interrogées ont été interrogées via les médias sociaux, la liste des personnes approuvées lors des derniers concours d'enseignement au bureau du maire et les indications d'autres professionnels de la région. En tant qu'instrument de collecte de données, un questionnaire composé de dix-huit questions, appliqué à onze professionnels. Résultats: en ce qui concerne le sentiment à propos de l'avenir, après l'obtention du diplôme, on peut dire que les diplômés ont été divisés en deux groupes: deux étaient inquiets et inquiets des préjugés qu'ils avaient subis au cours de leur vie

et neuf autres optimistes parce qu'ils y voyaient un "rêve accompli", surmontant de nombreuses difficultés. Considérations finales: Nous avons cherché à analyser la réalité d'un DCP cherchant à s'insérer sur le marché du travail après sa formation universitaire. Expériences de vie, soutien et encouragement dans les relations familiales, expériences et pratiques en matière de formation universitaire, relations de travail et de graduation, perspectives de carrière, relations avec les étudiants et clients et leurs suggestions éventuelles d'amélioration de la formation académique, de la législation et des conditions de travail. On espère que le thème stimulera une société plus critique et plus participative aux besoins du DCP, dans la région, en suscitant des changements positifs dans la société et le milieu universitaire.

Mots-clés: Personne Handicapée; Éducation Physique; Marché du Travail.

PERSONA CON DISCAPACIDAD X MERCADO DE TRABAJO EN LA EDUCACIÓN FÍSICA

Objetivo: Investigar la realidad encontrada en la inserción de la Persona con Deficiencia en el mercado de trabajo, después de la formación académica. **Metodología:** Los entrevistados fueron investigados a través de medios sociales, lista de aprobados en los últimos concursos de magisterio a la alcaldía e indicaciones de otros profesionales del área. Como instrumento de recolección de datos se utilizó cuestionario compuesto por dieciocho preguntas, aplicado para once profesionales. **Resultados:** En lo que se refiere al sentimiento en relación al futuro, después de concluir graduación, se puede decir que los egresados se dividieron en dos grupos: dos estaban temerosos y preocupados en relación al prejuicio que ya vivenciaron a lo largo de la vida y nueve que estaban optimistas, pues la veían como "un sueño realizado", "superando muchas dificultades. **Consideraciones finales:** Se investigaron experiencias de vida, adaptación y superación de la discapacidad, vivencias y prácticas en la formación académica, el trato diferenciado o prejuicio, la relación en el trabajo y la graduación, anhelos en cuanto al futuro en la profesión, relación con alumnos y alumnos clientes y sus posibles sugerencias de mejora en cuanto a la formación académica, legislación y condiciones de trabajo. Se espera que el tema estimule una sociedad más crítica y participativa a las necesidades de la PcD, en el área, fomentando cambios positivos en la sociedad y en el medio académico.

Palabras clave: Persona con Discapacidad; Educación Física; Mercado de Trabajo.

PESSOA COM DEFICIÊNCIA X MERCADO DE TRABALHO NA EDUCAÇÃO FÍSICA

Objetivo: Investigar a realidade encontrada na inserção da Pessoa com Deficiência no mercado de trabalho da Educação Física, após a formação acadêmica. **Metodologia:** Os entrevistados foram pesquisados através de mídias sociais, lista de aprovados nos últimos concursos de magistério à prefeitura e indicações de outros profissionais da área. Como instrumento de coleta de dados usou-se questionário composto por dezoito perguntas, aplicado para onze profissionais, que assinaram o TCLE. **Resultados:** No que diz respeito ao sentimento em relação ao futuro, após concluir graduação, pode-se dizer que os egressos se dividiram em dois grupos: dois estavam receosos e preocupados em relação ao preconceito que já vivenciaram ao longo da vida e nove que estavam otimistas, pois a viam como "um sonho realizado", "superando muitas dificuldades. **Considerações Finais:** Buscou-se analisar a realidade de uma PcD, buscando inserção no mercado de trabalho, após sua formação acadêmica. Foram investigadas experiências de vida, adaptação e superação da deficiência, apoio e incentivo no relacionamento familiar, vivências e práticas na formação acadêmica, o trato diferenciado ou preconceito, o relacionamento no trabalho e graduação, anseios quanto ao futuro na profissão, relacionamento com alunos e clientes e, suas possíveis sugestões de melhoria quanto à formação acadêmica, legislação e condições de trabalho. Espera-se que o tema estimule uma sociedade mais crítica e participativa às necessidades da PcD, na área, fomentando mudanças positivas na sociedade e no meio acadêmico.

Palavras-chave: Pessoa com Deficiência; Educação Física; Mercado de Trabalho.