Characterization of centres for the preparation of people with intellectual disabilities for the labour market

Caracterização dos Centros de Preparação da Pessoa com Deficiência Intelectual para o Mercado de Trabalho

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ABSTRACT
Background Labour is considered a vital activity for every human being, even for those with intellectual disabilities. Therefore, this study aimed to analyse the activities of the Association of Parents and Friends of Disabled People (Associação de Pais e Amigos dos Excepcionais, APAE) in the state of Goiás, Brazil, in the preparation of people with intellectual disabilities, to characterize the apprentices inserted in these activities and to verify the workshops offered. Method The research was carried out in eight APAE units. Data were collected from January to July 2018, through the application of a questionnaire sent to the presidents of the participant APAE units. Results More than 2,300 people with disabilities, over 15 years of age, are currently enrolled in APAE units in the state of Goiás. Of these, 352 attend work preparation centers. The degree of functional impairment of these
people varied. The workshops offered by the participant APAE units are very similar and include environment cleaning and sanitation and carpentry, gardening/horticulture and commercial kitchens, tapestry, telephone operation, reception, packing and selling. Conclusions Institutions need to seek a closer relationship with employers in order to offer them a better understanding of the functioning of these subjects, as well as better understand the expectations of the employer regarding people with intellectual disabilities. It is also understood the need for the formation of the family to stimulate the process of labour inclusion.

Keywords: intellectual disability, educational inclusion, labour market, human resources

RESUMO
A inclusão de pessoas com deficiência intelectual no mercado de trabalho é escassa. Especialmente da pessoa com deficiência intelectual, para a qual esta inclusão é muito escassa. Existem mais de 2.300 pessoas com deficiência, acima dos quinzes anos, matriculadas nas APAES do Estado de Goiás. Destas 352 frequentam centros de preparação para o trabalho. O presente estudo refere-se a uma pesquisa realizada com afiliados da Federação de Pais e Amigos das Associações Excepcionais em Goiás (FEAPAES-GO), Brasil, que prepararam Pessoas com Deficiência Intelectual e Múltipla, com o propósito de incluí-los no mundo de trabalho. A intenção principal foi observar como se caracterizam os centros de preparação para o trabalho nestas unidades, refletir sobre suas propostas e práticas pedagógicas; relacionar a preparação para o trabalho e a expectativa das empresas empregadoras, assim como o impacto destes serviços na inclusão da pessoa com deficiência intelectual nas atividades laborais. Conclui-se que as instituições necessitam buscar maior aproximação com as empresas empregadoras no propósito de oferecer a elas um maior entendimento do funcionamento destes sujeitos, bem como, melhor perceber as expectativas do empregador com relação as pessoas com deficiência intelectual. Entende-se também a necessidade de formação da família no sentido e que seja estimuladora do processo de inclusão laboral.

Palavras-chave: Deficiência Intelectual, Mercado de Trabalho, Inclusão.

1 INTRODUCTION
Labour is considered a vital activity for every human being, a way of promoting their potentialities and abilities (Guimarães and Barbosa, 2007) and a decisive factor in the process of humanization (Antunes, 2006). However, people with intellectual disabilities are more likely to face lack of opportunities to be included in the labour market worldwide. This is also a reality in Brazil, in spite of the guarantee of their fundamental rights by the Brazilian laws, which defend human dignity and social values of work.

Historically, disabled people, especially those with intellectual disabilities, have been considered incapable, dependent, invalid and in need of charity. This conception has left marks and still interferes in the relationship of these people with society. If they are not considered capable for activities of daily living, let alone being productive in the labour market.

One of the most effective ways to provide the inclusion of disabled people in the labour market is through work. Equalizing opportunities to obtain and retain employment is an indispensable condition if we are to build a more just and democratic society (Mazzilli, 2001).
The long-established exclusion of people with disabilities must be deconstructed, in order to give them greater visibility. Therefore, they may have the opportunity to build their own future and show their possibilities of performing some activities and being productive (Alves, 2006).

On the one hand, depreciative conceptions regarding the potential and productive capacity of disabled people abound; on the other hand, the need for dialogue between the institutions that prepare people with disabilities and the market that welcomes them cannot be ruled out. Companies do not hire an individual who is not qualified for the job (Sassaki, 1997). Under the current standards, the labour market has a growing demand for professionals who aggregate value to the organisations, mainly due to the knowledge they have, and this is only acquired through training.

Social integration consists in the effort to support the inclusion into society of people with disabilities who have reached a level of competence compatible with current social standards. Among the strategies that employers can use to enhance hiring prospects and retention are increased training and knowledge of disabilities (Kaye et al., 2011). In Brazil, the Association of Parents and Friends of Disabled People (Associação de Pais e Amigos dos Excepcionais, APAE), launched the proposal of professional education and work placement for people with intellectual disabilities in 1997. Before then, only some units of APAE carried out experiences of professionalization, without a systematic record that could be accessed by the network (Carvalho et al., 2011). Since then, APAE units throughout Brazil have been developing actions aiming the insertion of apprentices who attend their centres of preparation for work into the labour market.

It is of paramount importance to know how these centres are structured, the profile of the learners and how their work is structured. Thus, this study aimed to analyse the activities of APAE units in the state of Goiás, Brazil, in the preparation of people with intellectual disabilities, to characterize the apprentices inserted in these activities and to verify the workshops offered.

2 METHODS

The project of this study was approved by the Research Ethics Committee of the Hospital das Clínicas of the Universidade Federal de Goiás (CEPHC-UFG no. 1.878.800), as recommended in the Resolution 466/12 of the Brazilian National Health Council (Brasil, 2012).

This descriptive cross-sectional study was carried out at APAE units in the state of Goiás, from January to July 2018. Of the 246 municipalities in the state of Goiás, 48 have a unit of APAE (19.5%). APAE units that had structured proposals for the preparation and placement of people with intellectual disabilities in the labour market, indicated by the State Federation of APAE units in the state of Goiás, were included in this study. Only eight units (6.8%) in the state of Goiás (Anápolis,
Cristalina, Goiânia, Itumbiara, Minaçu, Mineiros, Porangatu and Silvânia) develop some type of work preparation action and, consequently, participated in the study.

The presidents of the APAE units indicated to participate were contacted by telephone and informed about the development of the research, as well as the existence of support of the State Federation of APAE units. Copies of the project, the letter of recommendation from the State Federation, the questionnaire to be answered, the approval of CEPHC-UFG, the Informed Consent Form and the Participant Consent Form were sent by email to the presidents of the participant APAE units.

Data were collected from the questionnaire that addressed issues related to the participant institution, characterization of the preparatory workshops, characterization of the apprentices that attended these workshops and the relationship of the APAE units with companies as well as teaching and research entities. In order to evaluate the influence of the variables, the questionnaire included questions about causes of layoffs, structured consultancy for companies and whether the type of workshops change according to market demand.

The collected data were organised in an Excel 2007 worksheet. Statistical tests were applied to meet the needs of the analyses according to each specific objective, using the program Statistical Package for Social Sciences version 21.0 (SPSS, Chicago, IL, United States) for Windows. The variables of the questionnaire were analysed using Fisher’s exact test. The significance level was set at 5% (p < 0.05).

3 RESULTS

Of 2,396 people with disabilities over 15 years of age enrolled in the APAES of the state of Goiás, 352 were in the process of being prepared for placement in the labour market in the eight units here analysed (Table 1). The highest number was found in the APAE of Anápolis (81.1%). Since APAE is a social organization that mainly aims to provide integral care to people with intellectual and multiple disabilities, only one unit that participated in this study (Itumbiara) was attending people with physical disabilities at the time of data collection.

The age of the people who participated in APAE workshops during the time surveyed ranged from 15 to over 45 years (Table 2).

Most of the apprentices enrolled in the eight APAE units surveyed had mild intellectual disabilities, some had moderate intellectual disabilities and in only two municipalities (Cristalina and Minaçu) students presented with severe disabilities (Table 3).
APAE units do not make gender distinction for the composition of apprentice groups in the workshops. In six (75%) of the units surveyed, students must be at least 15 years of age and in two (25%), the apprentices must be at least 17 years of age to be enrolled.

Responding to the questionnaire of this study, three presidents of the participant APAE units (37.5%) affirmed that, after being trained, their apprentices remained from 24 to 48 months at work, one (12.5%) informed that they remained between 6 and 24 months at work, one (12.5%) indicated that they kept the job for 6 to 12 months and three (37.5%) reported that they do not have this type of control. Regarding the question about whether the apprentices return to the APAE unit after losing their jobs, four presidents of the participant units (50%) answered that they do, two (25%) informed that the institution does not make this type of control, and two (25%) answered that they do not do have this information. According to three presidents of the participant APAE units (37.5%), they monitor the average time their apprentices spent at work, and three of the studied units carry out labour shortage research (37.5%).

The following types of workshops are offered by the participant APAE units: five (62.5%) for working environment cleaning and sanitation and carpentry; four (50%) for gardening/horticulture and commercial kitchens; three (37.5%) for tapestry; and one (12.5%) for telephone operation, reception, packing and selling. None of the participant units offer qualification in office skills (Fig. 1).

In all of the units surveyed, the workshops offered do not intend to qualify the apprentices for a specific profession, but rather to develop several skills and competencies so that the apprentices can use them in the work environment. In five (62.5%) of the APAE units surveyed, the proposed activities change according to the needs of the apprentices. None of the institutions surveyed change the workshops offered in response to the labour market needs or impose a determined time for the accomplishment of the activities.

The participant APAE units do not carry out research on labour shortages to define, create or modify the proposed workshops. Four presidents of the participant APAE units (50%) responded that they have partnerships with companies and educational institutions, whereas four (50.0%) of the respondents affirmed that they carry out some kind of survey to investigate the causes of their apprentices' layoffs. Only one of the APAE units surveyed (12.5%) offers employers information on skills and competencies of the people with disabilities they have qualified for the labour market. All the participant APAE units offer the Human Resources professionals of the companies interested in hiring apprentices some training to better understand the work profile of people with intellectual disabilities. However, five presidents of the participant APAE units (62.5%) informed that, in general,
the hiring companies do not have an adequate selection process for people with intellectual disabilities, while three (37.5%) reported that the hiring companies offer a selection process.

4 DISCUSSION

This study revealed that the number of apprentices with intellectual disabilities included in the labour market in the state of Goiás is low compared to the number of people who go to the APAE units surveyed for preparation to work. As a consequence, they remain in the institution in productive and/or labour activities, since APAE does not establish an end for the professional formation of apprentices with intellectual disabilities. Among the 13.5 million people with intellectual disabilities in Brazil, about 750 thousand are of working age. However, only 2% of them are employed (Barbosa et al., 2017).

The positive impact of employment on quality of life can be perceived as improvements in outcomes in various dimensions of life such as personal development, self-determination, interpersonal relationships, social inclusion, human rights, physical and material well-being (Simões and Santos, 2016). Furthermore, income from work contributes to improve economic and social well-being, as well as health and quality of life. However, historically, young people with disabilities have not easily found secure employment and they have lower income compared to people without intellectual disabilities. Average or below average intellectual ability, communication and functionality impairments, associated with low family income are some of the reasons that make finding and maintaining a job a difficult achievement for them (Roux et al., 2013).

To insert people with disabilities in the labour market, it is important to know the abilities and the limitations that they have. It is also fundamental that the companies are prepared to hire these people and to know the aspects that characterize them (Clemente, 2003).

Over the decades, studies have highlighted the low level of education and, consequently, the low level of training of people with intellectual disabilities as a negative fact in the labour market, since this group of people cannot fill the available positions. This leads to hiring them for less qualified occupations (simpler jobs) that pay less and the need for flexibility in the demands of employers (Tanaka and Manzini, 2005; Araújo and Schmidt, 2006; Gödke, 2010; Veltrone and Almeida, 2010; Santos, 2011; Cordeiro, 2013; Barros, 2014; Lima, 2015; Neves-Silva et al., 2015; Lorenzo and Silva, 2017; Trentin and Raitz, 2018).

The workshops available in the preparation centres that participated in this study involve work with less interpersonal relationship and lower requirement of intellectual abilities. Therefore, the apprentices are prepared for manual and domestic work, such as environment cleaning and sanitation and carpentry, gardening/horticulture and commercial kitchens, tapestry, telephone operation,
reception, packing and selling. The population with intellectual disabilities has the lowest literacy rate, the lowest rate of school attendance and fewer years of study compared to society in general (Barbosa et al., 2017).

The positions offered by most companies to people with intellectual disabilities are based on the lower level of complexity of the activity, jobs with greater possibility of replacement of employees and places where the security risks are lower. This policy should be questioned because they do not consider the possibilities and potentialities of people as the main parameter, the requirements for the job skills or even the possible restrictions that the employees have (Lima, 2015).

In Brazil, a preference for hiring people with specific types of disability has been detected inasmuch as the highest level of employment (47.5%) has been achieved by people with physical disabilities, followed by those with hearing impairment, including deaf people (32.5%) and rehabilitated ones (8.4%), while people with intellectual and visual disabilities occupy only 5.8% and 4.7% of the vacancies for disabled people, respectively (Barbosa et al., 2017).

Many companies do not invest in inclusion programs and are limited to complying with the quota law. The main difficulties encountered by Human Resources professionals are lack of leadership support, training of disabled professionals and accessibility in the organisational environment (Miranda and Carvalho, 2016).

From the point of view of people with intellectual disabilities, professional workshops represent a space that welcomes and respects them, not a possibility of effective integration through processes of qualification for work. The vocational workshops directed to people with intellectual disabilities have privileged manual, craft and behavioural practices, intending to develop professional skills, and not exactly meeting the needs and expectations of the labour market (Lorenzo and Silva, 2017).

The average length of time at a job for people with disabilities is relatively small. Among the surveyed units, five institutions (62.5%) seek for information about dismissal, two (40%) showed that their apprentices remain from 6 months to 2 years at a job and the maximum length of time at a job was 4 years. The reasons for laying off people with disabilities need to be researched and monitored in order to create a proposal for guidance to companies, families and the apprentices. This information is also of great importance for the preparation centres, so that they can review and update their practices for preparing disabled people for the current needs of the labour market.

Some of the reasons for laying off people with disabilities are related to personal and social causes, but also because of lack of professional preparation. However, many young people do not like the activities they perform (Pereira-Silva and Furtado, 2012), showing that not always their opinion and satisfaction with the job is taken into consideration (Chan et al., 2010).
Based on the data here obtained and observing the level of relationship of the researched institutions with the companies that welcome apprentices with intellectual disabilities and the vacancies available in the community, it is possible to affirm that it is necessary to deepen these bonds. The distance between the preparation centres and the companies that potentially hire people with intellectual disabilities weakens their chances of being successfully employed. If the APAES have a clearer picture of the obstacles and reasons that hinder the process of inclusion and maintenance of the apprentices at work, they will be able to better adapt their proposals in order to favour this process as a whole.

Selection and recruitment teams are not always sufficiently convinced for hiring people with disabilities as reliable and productive employees (Jahoda et al., 2009). Human resource professionals who are not very experienced tend to make decisions during the hiring process based on common sense. This may imply a bias that leads to select people whose deficiencies are less apparent or that seem to require minor adaptations of the environment and the team (Lima, 2015). However, hiring only people with a type of disability or with mild disabilities may be considered a type of discrimination (Brasil, 2007). Although it is not the responsibility of the APAE units to prepare human resource professionals, exchanging information about disabled people with them could broaden their knowledge about disabilities, as well as about their limitations and possibilities.

In addition to the stigmatization of people with disabilities, even more evident in the case of intellectual disability, human resource professionals from companies that have the potential to hire them lack understanding of laws concerning the inclusion of disabled people in formal and informal work. Moreover, many of these professionals are not aware of the potential and capacity of this population. These facts contribute to the maintenance of an image of people who are incapable, dependent and, consequently, unable to learn and take up activities at work (Toldrá et al., 2010).

Empirical findings suggest that employees with disabilities have higher levels of motivation, productivity, job retention level and lower occupational accident rates compared to those who do not have any disabilities (Khan et al., 2019). Therefore, companies should be more flexible in relation to the individual needs of people with disabilities so that they can enable a more effective participation of these workers.

It is important to look for new options for the insertion of people with intellectual disabilities into the formal job market. Placement in the labour market is only the first step of the inclusion process. In the case of people with intellectual disabilities, employment is a major challenge and often causes disruption, especially in their relationship with others and in the context where they are inserted. Thus, the development of post-placement follow-up methodologies is of fundamental importance (Cação, 2007).
Undoubtedly, institutions that prepare people with disabilities for the labour market need to strive for solutions so that the rights of these apprentices are respected in order to achieve their full professional potential, according to their possibilities and difficulties, as provided by law. The Brazilian Law of Guidelines and Bases for Education has a chapter dedicated to Special Education, which guarantees students with disabilities the right of special education for work aiming to provide effective integration in life within society, and even adequate conditions for those who do not reveal capacity to participate in competitive work, through the articulation with related official institutions (Cação, 2007; Brasil, 2018). Additionally, item 1 of Article 23 of the Universal Declaration of Human Rights stipulates that “Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment” (United Nations General Assembly, 1948). Nonetheless, our results show that the achievement of these rights is still very incipient.

In the sample studied, a great divergence was observed between the law and the reality. The number of people with intellectual disabilities included in the labour market is very low compared to the number of apprentices who attend the centres of preparation for work, which demonstrates that a true inclusion of this group has yet to happen. In order to favour this inclusion, it is indispensable to create a more accessible environment, not only physical, but also emotional, so that the admission and permanence of the person with disability at work can take place. If the working group is not prepared to deal with the differences, it will be difficult to maintain any inclusion project. In general, the professional that is better prepared to take care of this aspect works in the centres of preparation of apprentices for work. The short time spent by apprentices in companies indicates failures in the preparation of the environment at work that need to be better identified.

Because of the impaired cognitive functioning, people with intellectual disabilities may have a lower productive level, which may become insufficient in the work relations. Another element that increases the complexity of the access of this public to the labour market is that knowledge has been increasingly important for current organisations (Kaye et al., 2011).

Although it was not the object of this research, the influence of the family in the insertion and permanence of people with disabilities in the job is fundamental. Since people with disabilities may have some limitations at work, they require support and guidance not only from the institution that prepared them for the labour market, but especially from their family, who can follow their frustrations and difficulties closer.

People with disabilities and their families need to be aware of the importance of work to improve their self-esteem, social position, capacity for active participation in the community and the material advantages it brings to these individuals and their families. Evidence suggests that the
benefits of employment for people with disabilities outweigh the risks of work and are greater than the risks of long-term unemployment or sickness (Frank, 2016).

Although the literature lacks evidence on the economic trajectory of families that have members with disabilities, an American study pointed to the fact that these families have financial difficulties that cause great impact on their welfare (Rothwell et al., 2019). Caring for a person with disability affects household financial decisions and increases the likelihood of persistent lifelong economic hardship. Another fact is that the birth of a child with disability is more frequent in low-income families, who are already in a situation of social vulnerability. The birth of this new member may contribute to the prevalence and persistence of these conditions over time. It is estimated that 80% of the people with disabilities live in developing countries and 20% of the poorest people have a disability. It is common among economic and cultural norms that the people with disabilities remain highly vulnerable, regardless of whether the state adopts an individual or social governance model (Khan et al., 2019). Life opportunities for women and children with disabilities have remained low in many countries (OCDE, 2018; WHO, 2018).

Some families, especially those of lower socio-economic status, influenced by the guarantee of receiving from the government the continuous benefit for people with disabilities, interfere in the decision of referring these individuals for a job. Therefore, it is necessary to enlighten people with disabilities and their families on the advantages of their inclusion in the labour market (Cardoso and Kern, 2016; Brasil, 2018).

The successful insertion of these people in the world of work depends on factors such as family recognition, promotion of public policies, respect for their diversity, awareness of organizations and humanization of corporate spaces (Oliveira, 2017). This set of factors is essential for the promotion of social enrichment, based on different visions and experiences, so that the full citizenship of people with disabilities can be achieved (Costa et al., 2011). However, for many people with intellectual disabilities, this is not desired or not possible. As a result, many of these individuals have sought alternative spaces and activities for coexistence and inclusion (Hall, 2010), and many of them remain in the workshops offered by APAE units for an indefinite period, inasmuch as these centres promote social cohesion and therapeutic activities.

Several obstacles may interfere in this process of inclusion, but it is of fundamental importance to keep trying and looking for the best solutions. The preparation centres have been increasingly seeking efficiency and reviewing their practices to accomplish the goals of providing dignity and true inclusion of people with disabilities in society.

It is possible to conclude that the centres for the preparation of people with intellectual disabilities, maintained by the APAE units in the state of Goiás, aiming their placement in the labour
market, need to be in closer contact with the organizations in order to offer employers a better understanding of how to deal with these individuals and to have a better view of what employers expect from the people with intellectual disabilities. It is also necessary to invest in the formation of the family to stimulate the process of inclusion of people with intellectual disabilities in the labour market.

REFERENCES


**TABLES**

Table 1 Distribution of people with disabilities, in the process of preparation by the Association of Parents and Friends of Disabled People for placement in the labour market, according to the type of disability and city searched. Goiás, Brazil, January to July, 2018 (n = 352)

<table>
<thead>
<tr>
<th>City</th>
<th>Participant (n)</th>
<th>Distribution according to type of disability n (%)</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Intellectual</td>
<td>Physical</td>
</tr>
<tr>
<td>Anápolis</td>
<td>143</td>
<td>116 (81.1)</td>
<td>0 (0.0)</td>
</tr>
<tr>
<td>Cristalina</td>
<td>31</td>
<td>27 (87.1)</td>
<td>0 (0.0)</td>
</tr>
<tr>
<td>Goiânia</td>
<td>70</td>
<td>67 (95.7)</td>
<td>0 (0.0)</td>
</tr>
<tr>
<td>Itumbiara</td>
<td>20</td>
<td>20 (100.0)</td>
<td>3 (15.0)</td>
</tr>
<tr>
<td>Minaçu</td>
<td>33</td>
<td>28 (84.8)</td>
<td>0 (0.0)</td>
</tr>
<tr>
<td>Mineiros</td>
<td>17</td>
<td>16 (94.1)</td>
<td>0 (0.0)</td>
</tr>
<tr>
<td>Porangatu</td>
<td>22</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Silvânia</td>
<td>16</td>
<td>16 (100.0)</td>
<td>0 (0.0)</td>
</tr>
</tbody>
</table>
Table 2  Distribution of people with disabilities, in the process of preparation by the Association of Parents and Friends of Disabled People for placement in the labour market, according to the age group and city searched. Goiás, Brazil, January to July, 2018 (n = 352)

<table>
<thead>
<tr>
<th>City</th>
<th>Participant (n)</th>
<th>Age group, years n (%)</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>15 to 25</td>
<td>26 to 35</td>
<td>36 to 45</td>
<td>&gt; 45</td>
<td></td>
</tr>
<tr>
<td>Anápolis</td>
<td>143</td>
<td>59 (41.3)</td>
<td>47 (32.9)</td>
<td>32 (22.4)</td>
<td>5 (3.5)</td>
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<td>12 (38.7)</td>
<td>12 (38.7)</td>
<td>3 (9.7)</td>
<td>4 (12.9)</td>
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</tr>
<tr>
<td>Goiânia</td>
<td>70</td>
<td>38 (54.3)</td>
<td>24 (34.3)</td>
<td>7 (10.0)</td>
<td>1 (1.4)</td>
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</tr>
<tr>
<td>Itumbiara</td>
<td>20</td>
<td>8 (40.0)</td>
<td>8 (40.0)</td>
<td>7 (35.0)</td>
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<tr>
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<td>33</td>
<td>12 (36.4)</td>
<td>8 (24.2)</td>
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<tr>
<td>Porangatu</td>
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<td>13 (59.1)</td>
<td>4 (18.2)</td>
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<tr>
<td>Silvânia</td>
<td>16</td>
<td>6 (37.5)</td>
<td>3 (18.8)</td>
<td>5 (31.3)</td>
<td>2 (12.5)</td>
<td></td>
</tr>
</tbody>
</table>

Table 3  Distribution of people with disabilities, in the process of preparation by the Association of Parents and Friends of Disabled People for placement in the labour market, according to the degree of intellectual disability and city searched. Goiás, Brazil, January to July, 2018 (n = 352)

<table>
<thead>
<tr>
<th>City</th>
<th>Participant (n)</th>
<th>Degree of intellectual disability n (%)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Light</td>
<td>Moderate</td>
<td>Severe</td>
<td></td>
</tr>
<tr>
<td>Anápolis</td>
<td>143</td>
<td>143 (100.0)</td>
<td>0 (0.0)</td>
<td>0 (0.0)</td>
<td></td>
</tr>
<tr>
<td>Cristalina</td>
<td>31</td>
<td>5 (16.1)</td>
<td>21 (67.7)</td>
<td>5 (16.1)</td>
<td></td>
</tr>
<tr>
<td>Goiânia</td>
<td>70</td>
<td>59 (84.3)</td>
<td>11 (15.7)</td>
<td>0 (0.0)</td>
<td></td>
</tr>
<tr>
<td>Itumbiara</td>
<td>20</td>
<td>3 (15.0)</td>
<td>17 (85.0)</td>
<td>0 (0.0)</td>
<td></td>
</tr>
<tr>
<td>Minaçu</td>
<td>33</td>
<td>33 (100.0)</td>
<td>0 (0.0)</td>
<td>0 (0.0)</td>
<td></td>
</tr>
<tr>
<td>Mineiros</td>
<td>17</td>
<td>3 (17.6)</td>
<td>12 (70.6)</td>
<td>2 (11.8)</td>
<td></td>
</tr>
<tr>
<td>Porangatu</td>
<td>22</td>
<td>15 (68.2)</td>
<td>7 (31.8)</td>
<td>0 (0.0)</td>
<td></td>
</tr>
</tbody>
</table>
FIGURE LEGEND

Fig. 1 Distribution of the types of workshops offered by the APAE units that participated in this study. Goiás, Brazil, 2018.