

**Formational accessibility: the professional perception in the inclusion
of people with intellectual disability**

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Abstract

This article objectify expatiate the conception of accessibility for practices in the time / space of leisure of the person with intellectual disability in the city of Curitiba, Paraná. This research was based in a qualitative method and data were collected through semi-structured interviews with 06 managers of the City Hall of Curitiba, analysis of dissemination materials and information available on the City Hall website between the years of 2013 to 2016. This analysis points to many barriers faced by people with intellectual disability in accessing their rights and public leisure services at City Hall. It is evident that, in order to overcome the “formational” barrier, it is necessary to have continued professional qualification and scientific knowledge about people with intellectual disability in addition to a sensitive human outlook about them, so that laws and practices of public policies services for people with intellectual disability are effectively implemented.

Keywords

Accessibility. Leisure. Professional qualification. Intellectual disability.

**Acessibilidade formacional: a percepção profissional
na inclusão da pessoa com deficiência intelectual no lazer**

Resumo

Este artigo objetiva discorrer sobre a concepção de acessibilidade para as práticas no tempo/espaço de lazer da pessoa com deficiência intelectual na cidade de Curitiba, Paraná. A metodologia foi qualitativa com dados coletados através de entrevistas semiestruturadas abertas com seis gestores da Prefeitura Municipal de Curitiba, materiais de divulgação e informações disponíveis no site da prefeitura no período de 2013 a 2016. A análise aponta diversas barreiras enfrentadas por pessoas com deficiência intelectual no acesso aos bens e serviços públicos de lazer da prefeitura. Evidencia-se que, para a superação da barreira “formacional”, torna-se necessária a formação profissional continuada e o conhecimento científico sobre pessoas com deficiência intelectual, somados ao olhar humano sensível, para que leis e ações nas políticas públicas de atendimento às pessoas com deficiência intelectual sejam efetivamente implementadas.

Palavras-chave

Acessibilidade. Formação profissional. Lazer. Deficiência intelectual.

Accesibilidad formacional: la percepción profesional en la inclusión de la persona con discapacidad intelectual en el ocio

Resumen

Este artículo tiene como objetivo discutir la concepción de accesibilidad a las prácticas en el espacio de tiempo / ocio de personas con discapacidad intelectual en la ciudad de Curitiba, Paraná. La metodología fue cualitativa con datos recopilados a través de entrevistas abiertas semiestructuradas con seis gerentes del Ayuntamiento de Curitiba, materiales de difusión e información disponibles en el sitio web del ayuntamiento de 2013 a 2016. El análisis señala varias barreras que enfrentan las personas con discapacidad intelectual en la ciudad, acceso a bienes públicos y servicios de ocio del ayuntamiento. Es evidente que, para superar la barrera "formacional", es necesario continuar la formación profesional y el conocimiento científico sobre las personas con discapacidad intelectual, sumados a la sensible mirada humana, para que las leyes y acciones en las políticas públicas de atención a las personas con discapacidad intelectual se implementen efectivamente.

Palabras clave

Accesibilidad. Formación profesional. Ocio. Discapacidad intelectual.

1 INTRODUCTION

This article originated from an analysis category in a Master's dissertation that discusses leisure and the inclusion of people with intellectual disability in the city of Curitiba, Paraná. The analysis intended to discuss barriers and facilitators for time/space/leisure practices aimed at the leisure of people with intellectual disability in the city of Curitiba, based on the concept of accessibility of managers from the City Hall of Curitiba (PMC, in Portuguese).

In Curitiba, according to data by IBGE (2010), in a population of 1,751,970 people, approximately 300,000 were disabled, and, among these, 21,880 people had intellectual disability (ID). Demands involving accessibility for people with intellectual disability derive from everyday needs, such as communication, autonomy to make choices, self-care and locomotion around the city using public transportation, which can become an obstacle for these people, establishing dependence on relatives or other caregivers. Therefore, different barriers and facilitators were mentioned by the managers specifically for the intellectually disabled.

In order to help understand the specificities of intellectual disability (ID), we will use the definition by the *American Association on Intellectual and Developmental Disabilities* (AAIDD), 11th edition, which considers that “[...] disability is present before 18 years of age and is characterized by significant limitations both to intellectual functioning and adaptive behavior, expressed through conceptual, social and practical adaptive capacities” (AAIDD, 2010, p. 1, our translation).

For people with ID, it is understandable that the concept of accessibility is different from that of other disabilities, due to these specificities. According to Millecamps (2010), a person with intellectual disability may have some difficulties to: adapt to unexpected changes; evaluate the relative importance of available pieces of information; understand their immediate or extended environment; maintain focus for long periods; master mental arithmetic and logical reasoning; master reading; master writing; quickly execute a task; express themselves; focus attention; identify their spatial location; identify time; assemble energy; spontaneously ask for help; understand general and abstract concepts; understand the method of use for different appliances; process and memorize oral and audio information; and use money.

About that issue, from the managers’ point of view, the main points reported were that professionals and other people who will work with people with intellectual disability must have the knowledge and be prepared to welcome them, adapting to their accessibility specificities.

Accessibility is a right of the person with intellectual disability that goes beyond physical or architectural barriers. The Brazilian Law of Inclusion (LBI, in Portuguese – Law N. 146/2015) lists different barriers to accessibility, described as any hindrance, obstacle, attitude or behavior that limits or prevents the person’s social participation, as well as the fulfillment, satisfaction and exercise of their rights to accessibility, freedom of movement and expression, communication, access to information, understanding, safe movement, among others. These barriers can be urban, architectural, in transportation, communication and information, attitudinal and technological (LBI, Art. 3º, IV, BRASIL, 2015).

Among the barriers already identified in the LBI, we consider that, for the person with intellectual disability, it is paramount to break with the attitudinal ones, therefore eliminating “[...] attitudes or behaviors that harm the person with disability’s social

participation with conditions and opportunities equal to abled people” (LBI, Art. 3º, IV, BRASIL, 2015, our translation).

LBI’s Article 42 states that “[...] the person with disability has the right to culture, sports, tourism and leisure with opportunities equal to abled people, with guaranteed access” (our translation). Article 43 of the aforementioned Law states that “[...] public administration must foster the participation of people with disability in artistic, intellectual, cultural, sportive and recreational activities, aiming at their protagonism [...]” and “[...] ensure accessibility at locations for events provided by person or entity involved in the organization of activities” (LBI, Art. 3º, IV, BRASIL, 2015, our translation).

Thus, accessibility for people with ID involves knowledge of their needs, attitudes that don’t underestimate their capabilities by people who interact with them, i.e., family, teachers, professionals from several fields, interacting and mediating learning so that inclusion is possible, in the many spaces, commodities and services common to all citizens, such as sports and leisure programs provided by Curitiba City Hall (PMC, in Portuguese). Therefore, in order to include people with intellectual disability in PMC programs and actions, there must be special attention and continued training of the professionals who welcome them.

In the analysis, we gathered different concepts from managers about accessibility, which demands us to reflect about the professional training of those who serve this public in the programs provided by PMC. The issue of accessibility is directly involved in “welcoming these people”, thus pointing to a barrier to surmount: that of training, which will here be denominated “qualification”. This barrier was categorized in this study within an attitudinal barrier, connected to prejudice and stereotypes and the mediation of the professionals who interfere directly in the inclusion of the person with intellectual disability in sports and leisure programs developed by PMC. In this context, we sought to analyze the managers’ concept of disability, faced with the distinction afforded to people with ID.

For the person with intellectual disability, leisure, a right established by LBI, “[...] deserves to be handled seriously [...], not as a simple alleviating factor [...] for life, but as a matter of [...] survival of the humane in the person” (MARCELLINO, 2002, p. 17, our translation).

In this context, this research's data may contribute to identify the accessibility needs in the process of inclusion of people with intellectual disability in public leisure programs and spaces of the city.

2 METHODOLOGY

This research was qualitative, characterized by working with the universe of meaning, motives, aspirations, beliefs, values and attitudes, and this “[...] group of human phenomena is understood here as part of the social reality” (MINAYO, 2010, p. 21, our translation). Exploratory in nature, participant observation was used as a research tool; thus, the research constitutes an action research, because, “[...] in addition to participation, it supposes a planned form of action of social, educational, technical or other character, not always found in proposals for participant research” (THIOLENT, 1986, p. 7, our translation).

In this type of research, “[...] researchers have an active role in solving problems found, and in accompanying and evaluating actions carried out as a result of the problems” (THIOLENT, 1986, p. 15, our translation). Thus, Freire (1990, p. 35, our translation) highlights that, “[...] in the use of research tools, my option must be freeing, if reality presents itself not as something still, stationary, unmoving, but in the dynamic relationship between objectivity and subjectivity”.

An interpretative analysis was carried out, using data triangulation strategy, which further enriches and complements knowledge, seeking to achieve the objectives proposed (FLICK, 2009), with different data collection methods (GÜNTHER; ELALI; PINHEIRO, 2011).

The research was carried out in Curitiba, state capital of Paraná, and the object of study consisted of the everyday leisure practices of the members of the group Amigos do Handebol (Friends of Handball), in and outside of the school space, and the actions carried out in inclusion public policies aimed at leisure in the city of Curitiba, in 2016.

The research population consisted of: 6 managers, public workers from Curitiba City Hall (PMC, in Portuguese), among whom 5 work at SMELJ and 1 works at SEDPcD; 4 people from the pedagogical staff who work at the special education schools attended by members of Amigos do Handebol; 13 guardians of members of Amigos do Handebol

(family members or legal guardians); 14 members of Amigos do Handebol, comprised of youth and adults diagnosed with intellectual disability, between 18 and 56 years of age, in 2016, students and alumni of special education schools in Curitiba. In total, 37 people were interviewed. Managers were selected based on direct participation in actions aimed at people with disabilities developed by PMC.

The selection of research participants was defined by the researcher's professional connection, since she works as Physical Education teacher at a special education school in the city of Curitiba since 1997. Data were collected through direct contact with 4 special education schools, managers, guardians/families and the 14 members of the aforementioned group enrolled in the ID handball male team. The latter represented the city of Curitiba at the 4th Open Paraspport Games of Paraná (Parajaps, in Portuguese), in 2015.

In March 2016, the researcher contacted, via telephone, the guardians and members of Amigos do Handebol, the schools attended by the members and the PMC managers in order to explain, invite, inform and ask permission for participation in the research, inviting Amigos do Handebol to attend meetings from April to November 2016, on Saturdays, from 9h30 to 10h30 a.m., at Brigadeiro do Ar Mário Calmon Eppinghaus Square. Overall, there were 10 meetings at Eppinghaus Square, one meeting at São Lourenço Park and one event at the Curitiba Paraspports Games. The researcher helped organize the meetings, informing group members and their guardians through a WhatsApp chat group.

The members of the group Amigos do Handebol are people diagnosed with intellectual disability who were invited to participate in the research along with their guardians. Before the interview, we explained the Informed Consent Form, detailing their participation in the research. After approval by the UFPR Committee of Ethics in Health and the SMELJ Committee of Ethics, the semi-structured interviews were carried out, with multiple-choice and open-ended questions concerning the research theme. Records and data collection took place on locations and times suggested by participants, in the months of September, October and November of 2016, with audio recording.

In the analysis category that originated this article, we interviewed 5 managers from the Municipal Secretariat of Sport, Leisure and Youth (SMELJ, in Portuguese) and 1 manager from the Special Secretariat that originated one of the Rights of the Person with

Disabilities (SEDPcD, in Portuguese) (including a visit by the researcher to SMELJ and SEDPcD buildings, at a time and place [workroom with tables and chairs] defined by them) in order to collect data about inclusion public policies aimed at the leisure of the person with intellectual disability in the city of Curitiba. The managers were informed before the interview about the group Amigos do Handebol.

For the semi-structured interviews, after approval by the Committee of Ethics in Research Involving Human Beings (CEP, in Portuguese), Health Science Division at the Federal University of Paraná (UFPR, in Portuguese), Ruling CEP/SD-PB N. 1752036, and Certificate of Submission for Ethical Appreciation (CAAE, in Portuguese), the necessary authorizations were obtained and the participants signed, in duplicate, the Informed Consent Form. The interviews were recorded using a Sony T-MARK ICD-PX240 voice recorder and later transcribed in full, in order to preserve the original ideas and meanings of the interviewees' speeches.

The collected data were systematized and the participants received codenames in the interview analysis, which, in this article, consists of the analysis of the PMC managers' interviews: G1 (Sports), G2 (Quality of Life and Movement Reference Center – CRQVM, in Portuguese), G3 (Future Portal), G4 (Leisure), G5 (Head Regional), G6 (Special Secretariat of the Rights of the Person with Disabilities – SEDPcD, in Portuguese).

The interviews were carried out after participants signed the Informed Consent Form. The ethical issues are referenced in Resolution N. 466, December 12th 2012, by the National Health Council, a branch of the Ministry of Health, which rules about guidelines and regulations for research involving human beings. The dissertation project was submitted to, evaluated and approved by the Ethics Committee at the Municipal Secretariat of Sport, Leisure and Youth of Curitiba and the Committee of Ethics in Health (CEP/SD), at the Federal University of Paraná (annexed CAAE registration number).

For the analysis, 4 thematic categories were posed *a posteriori*, based on the interviewees' speeches, and, in this article, we highlight the category "Qualification": (In)visibility of the person with intellectual disability and the possibility of empowerment through leisure. The category analyzed emphasizes the issues of accessibility according to the managers, concerning service toward people with intellectual disability. The

interviews were carried out with the managers¹, asking 3 questions: (A) What is accessibility? (B) What is accessibility for the person with intellectual disability? (C) How is the accessibility for the person with intellectual disability in Curitiba?

Subsequently, an interpretative analysis was carried out with data description and the results found were presented critically and reflexively concerning the concept of accessibility in the leisure and inclusion of people with intellectual disability in the city of Curitiba.

3 RESULTS AND DISCUSSION

For most managers, the question “what is accessibility” is different from “what is accessibility for the intellectually disabled”, which is understandable, since this group has specificities that differentiate them from other disabled groups. Therefore, we will follow a path involving the issues of accessibility for the person with ID emphasized by the invisibility and professional qualification to assist people with ID.

The accessibility issues that involve information and attitudinal barriers for intellectual disability were evident in the statement by Manager 4 (our translation):

[...] for the people with intellectual disability there is the need for access, but, nowadays, the greatest access I see is for the person with sight and mobility issues in the city of Curitiba. Regarding accessibility in activities, the programs developed should have assistance and accessible activities when dealing with people with disability [...].

Concerning accessibility in general (A), we identified, in the managers' speeches, all types of barriers listed in LBI (urban; architectural; transportation; communication and information; attitudinal; technological). Concerning accessibility for the intellectually disabled (B), the managers mentioned two barriers: attitudinal and communication and information. Regarding the accessibility for ID in Curitiba (C), one manager didn't know how to answer, four mentioned “attitudinal” and one mentioned “information and communication”. Therefore, information is an important factor in order for the general population to know about PMC actions. According to Certeau (2014, p. 260, our translation), “[...] the great silence of things changes to its opposite through media”. The

¹ Five SMELJ managers were interviewed in 2016 and one SEDPcD manager.

need for marketing, structure and professional qualification through teacher training at SMELJ was evident in G4's (our translation) statement:

First we have to publicize this access of children, this inclusion of people with disability in our activities, have more structure, have the proper equipment to welcome the person with disability, have qualified people to welcome the people with disability.

We observed, in public policies for inclusion in Curitiba from 2013 to 2016, actions toward the structural issues of accessibility, such as physical, architectural and sensory barriers, aimed more directly at people with visual impairment and physical disabilities. In this context, the concept of full accessibility, according to Duarte and Cohen (2014, p. 143, our translation), is based on the principle that:

[...] simply good physical accessibility is not enough for the space to be understood and actually experienced by everyone. Full Accessibility means considering more than just accessibility in its physical aspect and values the adoption of emotional, affective and intellectual aspects indispensable to originate the place's ability to welcome visitors and create the place's aptitude to produce empathy and affection in the users.

For a person with intellectual disability, accessibility encompasses security and autonomy, requiring a change in actions, in attitudes, in understanding and transmission of information. According to Lefebvre (2001, p. 22, our translation), "[...] urban life assumes meetings, confrontation of differences, knowledge and mutual acknowledgement (including in ideological and political confrontation) of lifestyles, of 'standards' that coexist in the City".

Information and attitudinal barriers must be remedied so people with ID are guaranteed access to several social and cultural assets, among them, leisure. In cities, respect toward differences in the use of urban spaces demands understanding that a space or service is only inclusive of people with disabilities when, in addition to accessibility, they are welcomed by other citizens.

Evident in the PMC managers' speeches, one of the determining factors for service aimed at people with intellectual disability in the city is these individuals' invisibility. According to G3 (our translation): "[...] *only after visibility can we discuss public policy, while you don't see the person, they still don't exist*".

Therefore, there need to be actions that show this public as users of public spaces so that managers can identify their demands and execute humane and inclusive actions.

Thus, visibility can have a double meaning, such as lack of demand due to the absence of people with intellectual disability in PMC spaces and programs and the lack of visible characteristics of people with intellectual disability who don't show "signs" in the physical aspect. People who show "signs" in the physical aspect, like with Down syndrome, highlight their condition, which reveals the differences, visible or not, in G3's statement (our translation, emphasis added):

I think one difficulty is the issue of visibility, because people use derogatory words, which I won't repeat here, but that you know lots, as if it's nonsense, something silly, not paying attention, inattentive, maybe this is the hardest disability to detect, including in the classroom, we see it, it's hard for people to realize it's a disability, they think it's laziness, or lack of will; we always assume other situations and end up not really investigating the cause, due to ignorance, in the broad sense of the word, really because we ignore this this kind of disability.

Regarding the visibility of the person with intellectual disability, we observed relevant points to analyze. First, the lack of knowledge and training of professionals in recognizing characteristics of disabilities, which leads to unpreparedness in assisting their specificities. Second, the lack of visibility of the person with intellectual disability in not occupying the spaces and participating of PMC programs that they could enjoy, restricting the demand of this specific public and relativizing the necessity for structuring services and staff to assist them. Third, the lack of knowledge about rights in the general population, including managers, professionals, families and people with ID in the condition of passivity in the fight for their rights.

Also concerning information about rights and symbols of intellectual disability, one of the managers reinforces that it still doesn't have the same visibility, which is highlighted by managers G3 and G6 (our translation, emphasis added):

Intellectual disability still doesn't have the same visibility, even the symbols [...] The symbol for people with disabilities is the wheelchair, [...] especially with visibility, because only after visibility can we discuss public policy, while you don't see the person, they still don't exist.

In the interview, it was evident that, for services aimed at people with intellectual disability, professional qualification and a humane outlook on welcoming these individuals must prevail. Therefore, it is not enough for the professional to be accessible due to specific training on disability, they also need a human dimension and a sensitive look, which was emphasized by interviewees.

The programs that we develop in the fields of dance, cycling, recreation, playfulness, are open to welcome the person with disability during the events, through activities that enable us to interact in a group. Moreover, we try to develop inclusion in our projects, the project leisure cycle, in which we have adapted skateboarding, which assists children with different levels of difficulty, both intellectual and of mobility. [...] The child is put in a system of hooks and can experience, live the skateboarding structure. Because the intellectually disabled often has impairments in balance, in the sense of time and space, so they also participate in adapted skateboarding. (G4, our translation).

For a professional to assist a person with intellectual disability, the manner of giving information and intermediating may demand a longer communication time, because many people with ID can't read or write, requiring a more visual indication. Language must be decoded, interpreting the person with ID's expression form with different strategies.

About that point, Hagg (2016) highlights that, for the person with intellectual disability, language shouldn't be understood simply as a manner of expressing thoughts, and he places the interaction through the mediation of the professional evaluating the person with ID as a crucial point in order to understand their demands. According to the author:

We need to realize that language practices not only constitute social practices, but are also the main method of construction, exchange and crystallization of representations, and these, in turn, guide social practices. Through the activity of language, intercrossed by representations, take place processes of interaction that promote (sometimes more, sometimes less) human development. This is why it is necessary to resignify the representations of people with intellectual disability. (HAGG, 2016, p. 203, our translation).

Therefore, understanding the person with intellectual disability is paramount for the acquisition of good practices.

Analyzing the managers' answers, we notice a barrier, which we defined as "qualification barrier", not described in the LBI or in literature, linked to professional training with scientific knowledge and "humane" attitude, in welcoming, in alterity, in solidarity and in commitment, and for Paulo Freire (1988, our translation), "[...] committing to dehumanization is to accept it and also become dehumanized". Therefore, in the opinion of Paulo Freire (1988), the more a person is professionally qualified, the more they systematize experiences, the more they use their cultural heritage, which belongs to everyone and which everyone should heed, the more their responsibility toward others increases.

Being welcoming and paying attention are human traits, but, in order to treat someone equally, different teaching strategies for people with intellectual disability are necessary. The professional needs to have scientific knowledge and interact mediating creatively to find solutions and understand that assisting a person with disability requires to "[...] *redo the way of experiencing things*" (G6, our translation), because this person demands greater attention, needing a different assistance time.

*Regarding **barriers and difficulties**, I believe it is a little up to the professional, who must be qualified and understand the situation, so when there is a low support intellectually disabled person, we evaluate and realize that the assistance is easy, but if they are higher support, the professional isn't ready to assist them, I believe that is the barrier, the barrier isn't in the disabled person, it is in the professional assisting them. (G2, our translation, emphasis added).*

Evidenced in G2's statement, the "qualification" barrier lists factors and values that demand knowledge and attitude from that professional. Qualification + attitude, inextricable. The professional "self", with scientific knowledge, can't be separated from the human "self", who welcomes, sees and assists. About that theme, Paulo Freire (1988, p. 19, our translation) states that: "[...] if we intend to analyze the professional's commitment to society, we need to acknowledge that, before being a professional, they are human. They must be committed to themselves".

In this context, the issue of difficulties experienced due to lack of professional training is evident in the managers' interviews.

I imagine that people need to be prepared to welcome them [the intellectually disabled], understand that each person has a different level

of intellectual development, and be willing to understand these people, that their needs are different, that different people have different needs. (G3).

It is restated in the previous quotes that a significant barrier is related to the professionals' academic training – the managers interviewed had academic training in Physical Education, Pedagogy and Psychology until the date of the interviews (September 2016) –, since qualification demands, besides knowledge, a sensitive look to assist the person with disability. Therefore, the professional's commitment is directly linked to the assistance of people with ID, reinforcing that, in the words of Paulo Freire (1988, p. 21, our translation), “[...] if the commitment is only valid when charged with humanism, the latter, in turn, is only consequential when scientifically grounded”.

Another action was the qualification of teachers for the assistance of people with disability, broadcast by the PMC News Agency:

The Secretariat of Sport, Leisure and Youth – in association with the Secretariat of People with Disabilities – trained 150 Physical Education teachers in the assistance of people with disabilities and did an active search in special education schools of the city to promote the available programming. This is one of the campaigns carried out, since the beginning of the current management, to include more people with disabilities in regular activities offered in public spaces for sports and leisure. There is also a minimum number of vacancies for people with disabilities in all activities, attitude implemented through a common decree by the two secretariats. (CURITIBA, Agência de Notícias, 2015a, our translation).

With the actions of SEDPcD, in association with SMELJ, PMC started to offer training for the professionals who work directly with the disabled public and to listen to the needs and demands of the disabled population and their “neighborhood” representatives through public hearings, which don't guarantee the implementation of actions for that population.

Offering training for Physical Education teachers who work directly with SMELJ is an advancement, but we consider that people with disabilities can need services from different branches of PMC, like any other citizen, and all professionals must have knowledge about accessibility needs, with the idea that everyone has the obligation of inclusion, not delegating responsibility only to professionals who work specifically with the disabled public. As G4 (our translation) notes: *Public policies must be connected, not only*

in Secretariat A, B or C, so that it encompasses education, or leisure, or the person with disabilities, the actions must be connected.

This statement reflects the need for public policies to be connected, considering the areas of activity that contemplate the person with disability, such as education or leisure (G4).

Thus, accessibility for people with intellectual disability is directly linked to attitudinal, training and information issues, such as issues of strategies and teaching methods. As G6 (our translation, emphasis added) states:

I think we have some services aimed at people with intellectual disability, but, although we have campaigns, people still aren't welcomed and respected in every space, for example, if a person with intellectual disability wants to be part of a dance group, that professional and that environment must be prepared, with actions that, actually, could be done by the professionals themselves. So I think that today we have specific alternatives, but those are still done based on each person's need, we don't have an accessible and fully inclusive environment for people with intellectual disability.

G6's statement reflects the necessity of qualification to welcome people with disabilities and ensure an accessible and inclusive environment. There are also issues concerning the difficulty of broadcasting information, as we can observe:

The main difficulty is lack of information, which isn't communicated except by schools, and also the uncertainty if our professionals are really prepared for that public, I believe they still aren't. (G1, our translation).

There are several public policies aimed at inclusion, the accessible bus, special schools; this is a major highlight for the city of Curitiba, because, although federal and state government don't follow the same as the whole country, of closing special schools, Curitiba keeps special schools, with special classes, resource rooms, this is an advantage, not only for the person with disability. (G5, our translation).

Information relayed to specialized schools about programs and activities carried out by PMC point to a difficulty in the implementation of such practices outside of school hours and the uncertainty that professionals are prepared to assist people with disability.

We observed that part of the activities carried out by SMELJ take place during school hours, with the participation of students with disabilities from specialized schools, linked to specific actions aimed at this public, such as school games, dance festivals, parasports games, among others. Such events end up evidencing the exclusive

participation of people with disabilities and not promoting inclusion with all people in SMELJ programs aimed at all citizens.

Therefore, the speech about human freedom and rights, as pointed out by Milton Santos (2014, p. 19, our translation), “[...] so often proclaimed and repeated” and “so often belittled”, is what makes the difference between discourse and reality. Actually, PMC promotes activities denominated as inclusive for people with disabilities in the city, however actions aimed only at the participation of disabled people turn out not to include, but provide a space for the participation only of people with disability.

We understand that inclusion in leisure is different from carrying out leisure activities only for the disabled public. Inclusion doesn't simply mean being in the same space, but that the space and the people in it coexist in a supportive and humane way, interacting with people with disabilities without emphasizing their difficulties, but welcoming a diversity of manners of participating. Rechia (2015, p. 57, our translation) states that “[...] the right to leisure is upheld through dialogue, partnership, interest, fight, the pact between rights and duties, between city and citizen, aiming to ‘coexist’ in major urban centers”.

Publicity for specialized schools or other schools that serve people with disabilities is important, since part of the target audience is in them, but general society ignores many rights of people with disabilities, such as parking spaces, quotas and inclusion in all places, among them, public spaces of leisure.

4 FINAL CONSIDERATIONS

We consider that the “qualification barrier” is a category of the attitudinal barrier, involving specifically the attitude of the professional with a lack of continued training when faced, in their daily life, with performing a service for a person with intellectual disability. The inclusion of people with intellectual disability in several public spaces and times may need public policies with specific actions aimed at these citizens, including accessibility to several assets and services encompassed by the city, in order to increase the social participation of people with disabilities in other times and spaces, beyond the school walls.

In order to achieve that, there is a need for continued training of teachers and other professionals who work with different institutions and secretariats, constituting a support network in education, sports and leisure, health and social life, aiming to assist the person with disability in the several dimensions of a quality life, enabling them to enjoy the city as any other citizen.

Professional qualification in the field of leisure must consider interdisciplinary aspects, the sensitivity of finding solutions toward inclusion, considering the offer of adequate structure, the scientific knowledge about the particularities of each person, with their needs and capabilities to enjoy assets and services associated to sports and leisure in the city.

Effective public policies can be an achievement if they respect laws such as the LBI, uniting public and private institutions, with the cooperation of universities in teacher training with scientific input, and especially listening and giving visibility to people with intellectual disability and their families, in the search of solutions that bring concrete actions for that public.

For the inclusion of people with intellectual disability to take place in programs and spaces of leisure in the city, the “qualification barrier” described within attitudinal barriers must be overcome. Professionals who assist this population must be qualified with continued training and have their human dimension strengthened with a sensitive look, in order to overcome information, attitudinal and prejudice barriers in different times and spaces of the city.

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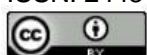
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